
KEY FACTORS OF PRESCHOOL AND PRIMARY SCHOOL TEACHERS JOB SATISFACTION

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Abstract. The next two questions are like a backbone of our research investigation: 1) What are the likely variables that have an impact on preschool and primary school teachers' job satisfaction? and 2) What variables are the best predictors of satisfaction levels of preschool and primary school teachers? Therefore, we achieved a meta-analysis from systemic perspective of the key factors that have a significant impact on teachers' job satisfaction, factors identified in existing empirical studies, focusing on the preschool and primary school education, and structured on three reference levels: *micro-structural level* (actions and characteristics of the teacher); *meso-structural level* (various school characteristics, management, professional and individual); and *macro-structural level* (educational systems and policies at regional, national or international level).

Keywords: job satisfaction, key factor, preschool, primary school, teacher

1. Framework

In the current knowledge-based society, the teaching profession is facing many challenges that continuously reconfigures knowledge, rules, skills, attitudes and ways of personal and professional development. The literature contains an impressive amount of national and international research on job satisfaction of teachers. Although all over the world were made many significant research on job satisfaction in Romania for the sector "education", the issue of job satisfaction remains one of the least research areas studied. Unfortunately, job satisfaction of teachers from Romania has not received proper attention from specialists, principals, local authority or ministry. There are no conclusive studies on job satisfaction of preschool and primary school teachers from Romania to allow us a holistic issue at national perspective. Most existing research are sporadic and local empirical studies, and many of these studies have focused in particular on the issue of stress in the lives of teachers. We believe that the job satisfaction level of preschool and primary school teachers is particular because many studies have shown the chain reaction triggered by the level of job satisfaction, firstly it has a major impact on employee motivation, while the motivation has an impact on productivity, and therefore, on the performance. Thus, we highlight the following questions: What are the policies for supporting the motivation or performance of preschool and primary school teachers and how these policies are reflected into the educational system? On the other hand, the level of teachers' job satisfaction is different from country to country. In this case, it is necessary to define job satisfaction as a complex and multifaceted concept that can mean different things to different people. In this paper, we define job satisfaction as a relationship function of an emotional state resulting from the appreciation of a person on work or his experience in relation to what is wanted from a job and what really means that work.

Summarizing, we can interpret the concept of job satisfaction in a key of accomplishment in the professional and the personal welfare as a sense of achievement and success at work, manifested in the form of productivity, enthusiasm and happiness about labor.

2. Key factors of job satisfaction

The feeling of job satisfaction helps a person to develop positive attitudes towards the job, to show more positive behaviors, have a healthy psychological condition and gives the possibility of success in professional and private life. It should not forget aspects related to the need of individual recognition,

achievement or enjoyment generated by working with other people. It would be preferable for everyone to identify itself with the activity and the profession, because by this way it would increase professionalism and those difficult professional moments it would be easier to overcome. Transposing these ideas into education, it was noticed that the teachers' dissatisfaction has a negative impact on the quality of teaching.

Having such a powerful effect, it is necessary to identify possible answers to two questions: 1) What are the likely variables that have an impact on preschool and primary school teachers' job satisfaction? and 2) What variables are the best predictors of satisfaction levels of preschool and primary school teachers?

Unlike the traditional view which considers that all factors can determine both professional satisfaction and dissatisfaction, the theory of the two categories of factors of F. Herzberg (1968) is perhaps the most often cited. F. Herzberg concluded, based on the A. Maslow theory of needs hierarchy, there are two groups of factors that influence employee's feelings towards their work: motivators/intrinsic/content factors and hygienic/extrinsic/context factors. He argues that job satisfaction is determined only by motivators factors that are focused on the need to evolve through the occupation concerned, as a source of personal development, and dissatisfaction is caused by another type of factors, the hygienic, referring to the conditions under which the work is done. It is necessary to distinguish between the two categories of factors which are motivators/intrinsic/content factors (such as appreciation of achievements and performance/recognition of the work; work content/work itself; responsibility; promotions and career advancement opportunities; sense of power or the possibility of personal fulfillment) and which are hygienic/extrinsic/context factors (like head-subordinate relationships; material conditions; social benefits; personnel policy of the institution).

It is noteworthy that this last category, hygienic factors, does not generate job satisfaction, but through an inadequate level of these factors it creates the context for emergence of dissatisfaction. However, do not believe that the existence of these conditions automatically lead to a strong motivation of employees, F. Herzberg calling these conditions as "maintenance factor", as they are required to maintain a minimum level of satisfaction of need. So, there were identified ten maintenance factors: policy and institution management; technical supervision; interpersonal relationships with the supervisor; interpersonal relationships with superiors; interpersonal relationships with subordinates; salary; job security; personal life; working conditions and status into society.

Among the important characteristics of job satisfaction, identified by P. E. Spector (1997), we can held that on the one hand, the institutions/organizations should be guided by human values ensuring a fairly and with respect treating to employees, and, on the other hand, high levels of job satisfaction can be a sign of a good emotional and mental states of employees. From our point of view, it follows that the assessment of job satisfaction can serve on three levels, as a good indicator of: the effectiveness of employees; employee behavior and activities of the organization to boost performance.

Next, we will achieve a meta-analysis from systemic perspective of the key factors that have a significant impact on teachers' job satisfaction, factors identified in existing empirical studies, focusing on the preschool and primary school education. Thus, most of the researches are focused on work-related variables and, in particular, the identification and the job satisfaction factors in relation to various indicators: the working group; hierarchical superior; profession; institution; promotional opportunities; salary; work content and existing social facilities (Herzberg, 1968; Stollberg, 1968; Chapman & Lowther, 1982; Chen & Hu, 1994; Darling-Hammond & Sclan, 1996; Netemeyer, Boles, McKee & McMurrian, 1997; Yang, 1997; Oshagbemi, 1999; Maslach, Schaufelli & Leiter 2001 ş.a.). For these reasons, we considered useful to clarify the key factors on three reference levels:

- *at micro-structural level* - we will bend on those studies that are focused on the actions and characteristics of the teacher;
- *at meso-structural level* - we will present those studies that are aimed at various school characteristics, management, professional and individual;
- *at macro-structural level* we will remember those studies that are focused on educational systems and policies at regional, national or international level.

Each dimension contribute more or less to shape a sense of teacher's job satisfaction.

2.1. Key factors at micro-structural level

Often background factors are a combination at micro- and meso-structural level affecting the motivation, job satisfaction and stress levels of teachers. Through the literature can be noticed two main research background factors: on the one hand, it can be identified studies that focus on background variables as mediators of stress perception (French & Caplan, 1972; Laughlin, 1984; Borg & Falzon, 1989; Barrick, 1989; Stremmel, Benson & Powell, 1993; Chaplain, 1995; Lease, 1998; Klecker & Lodman, 1999; Maslach & Leiter, 1999; Lambert, Hogan & Barton, 2001; Smith & Bourke, 2002; Fenech, 2006; Usop, Askandar, Langguyuan-Kadtong & Usop, 2013), and, on the other hand, there are those studies that deal with teacher stress as variable (Kyriacou & Sutcliffe, 1978; Raisani, 1988; Byrne, 1991; Bishay, 1996; Manthei, Gilmore, Tuck & Adair, 1996; Perie & Baker, 1997; DeMato, 2001; Koustelios & Tsigilis, 2005; Masari, Muntele-Hendreş & Curelaru, 2010; Curelaru, Diac, Muntele-Hendreş & Pop, 2010; Demirel, 2014). If the gender and age of teacher were found to be moderators factors of the job satisfaction, then regarding the occupational stress level of seniority proved to be a moderator stress. So, it arises the question if the same key factors of job satisfaction may also contribute to professional dissatisfaction? Also in this case, there is not a clear consensus among specialists.

In general, in the most studies that have examined specific aspects of job satisfaction, stress and job satisfaction were found to be negatively correlated (Todd & Deery-Schmitt, 1996), so if there are obtained an high stress indicator of the employment it results a low job satisfaction. In general, teachers exhibit a higher degree of satisfaction on their professional performance and they are less satisfied with teaching resources. Another example could be the study by M. G. Borg & J. M. Falzon (1989) which found out that three of every 10 teachers from Maltese schools evaluated their work as very or extremely stressful. The results of this study revealed significant negative correlations between reported stress by the teacher and the intention to take a second time a teaching careers.

It can be highlighted other connections between different aspects of the key factors of job satisfaction. Determining the relationship between job satisfaction and family ties was studied by two Turkish women authors, H. Demirel & G. K. Erdamar (2009), who used the scale Family Ties, with two different subscales: the attributed value to the family and providing time for the family, on which they concluded that the teaching profession is seen as an achievement and enthusiasm by teacher's family and to the family values and traditions must be given due importance.

Another example is the study on secondary school teachers in the US, where A. Bishay (1996) found that job satisfaction and motivation are significantly correlated with gender and age of teachers; but also with their levels of responsibility, discipline taught, seniority and activities. Whichever gender variable, the studies indicate that, in general, female teachers have a low job satisfaction mainly due to years of service, while teachers with greater seniority demonstrate an improved ability to adapt to different educational situations. For example, in a study by B. M. Klecker & W. E. Lodman (1999), there were found that female teachers from the U.S. elementary school evaluated more positively achievement of professional satisfaction than the number of years on teaching experience. In most studies it show that the gender gap on job satisfaction increases with the ability of teaching. C. C. Bentea & V. Anghelache (2012) surveyed 122 teachers from primary and secondary education in order to identify differences on the satisfaction level of teachers by gender, professional position offered training and prevailing needs. The results indicate no significant gender differences but rather differences on in-service teacher training and desire for fulfillment or affiliation.

If on the one hand, it shows that the effect of gender on job satisfaction is in favor of men, other studies report a higher degree of satisfaction among women, although they have a disadvantage with respect to financial benefits, recruitment, dismissals or career promotion. The age and experience of teachers were also identified as key factors in a survey made by M. Perie & D. P. Baker (1997), which found that in public school from the US the less experienced teachers have a little higher level of satisfaction than older teachers with more experience, while in private schools, the relationship was different - younger teachers and those older had the highest levels of satisfaction.

Other studies have shown that teachers with seniority of more than 10 years have a significantly higher level of job satisfaction than those with lower seniority (Raisani, 1988; DeMato, 2001; Demirel, 2014). I. Yucel & C. Bektas (2012) investigated how demographic variables (particularly, age) affect the attitude of management unit, and teacher's job satisfaction in Turkey. The results emphasize that there are no differences in terms of job satisfaction between men and women, but there were significant differences when is making reference to the professional position within the organization and the needs of teachers.

Thus, a solution for increasing the job satisfaction level could be developing strategies focused on the needs of those teachers with less experience in teaching, and those teachers with more experienced (those aged over 40 years) that can be seen as a bridge between young teachers and management of the unit.

In 2013, together with the C. Roman, we analyzed the seniority variable, translated into years of experience as a key factor of the job satisfaction level of 130 Romanian preschool teachers. The results showed that the level of job satisfaction is amplified together with age, the work experience being that factor which differentiates teachers in obtaining a higher level of satisfaction, because working with children involves from the teacher to acquire certain skills, communication and networking, skills that are acquired over time. Thus, significant differences were observed between teachers with less experience than 5 years and those with 15-20 years experience in the sense that investigated subjects with less than 5 years experience obtained higher scores on satisfaction variable than those with 15-20 years experience. We think that teachers with 15-20 years experience are the most vulnerable subjects because the middle period still involves a reflection on the relationship between effort and satisfaction, which often is not as expected.

The novice teachers try to develop their own teaching style and their professional identity, therefore it is more difficult to measure their job satisfaction as most of them felt first year as a problematic and stressful experience. From our researches, we can structure on eight levels some difficulties identified into educational practice that contribute to a low satisfaction score of novice teachers:

- *school context*: adaptation at organizational climate, difficulties in how to adapt to a new situation - which generates conditions of uncertainty; resistance from other teachers that make up a common culture, tacitly accepted; overload the teaching duties, inadequate or the lack of workplace physical conditions; relationships with parents, other teachers and the large number of students in class;
- *designing activities*: effort for the annual and daily planning; lack of time for preparation activities; insufficient curriculum guides;
- *developing the activities*: division of each time activity, organizing the work in the classroom; insufficient teaching materials, inadequate teaching materials, access to quality teaching materials;
- *student assessment*: designing the tests, coping with distractions for the evaluation;
- *student learning motivation*: student motivation; adapting teaching tasks to the peculiarities of individual students' learning; working with students with learning difficulties;
- *classroom management*: adjustment of behavior issues, discipline and classroom control; supervision of keeping the school rules;
- *teaching level*: the difficulty of transferring the acquired knowledge from the pre-service teacher training and the development of a technical concept of teaching; mastering different teaching techniques; mastery of content taught; lack of support and guidance from an advisor/mentor; imitation of some behaviors noticed at other teachers, indifference or isolation of the colleagues;
- *professional status recognition*: inadequate remuneration in relation to the effort; lack of knowledge on teacher's rights; low level of responsiveness, cooperation and motivation of parents.

Based on the idea that the high level of job satisfaction positively influences the educational purpose, Demirtaş Z. (2010) have measured the level of satisfaction of primary school teachers, defining the job satisfaction as a positive and pleasant emotional state.

In addition to the variables related to work, the job satisfaction is determined also by other factors, such as personal expectations, mental health etc. A few studies have focused on the relationship between mental health (Coates & Thoresen, 1976) and job satisfaction of teachers from preschool and primary education. In 2013, in the study conducted by G. Massari, D. Muntele-Hendreş și V. Curelaru, we investigated the relationship between stress and somatic manifestations reflected into extracurricular activities imposed by annual assessment grids of teachers from preschool and primary education. Our previous research showed that in Romania compared to other European countries, the preschool and primary school teachers have more obligations to carry out other activities than those provided by curricula (Masari et al., 2010). It was found that the frequency of somatic symptoms (as headaches, inability to concentrate, frequent colds, sore throat and dizziness) was significantly and positively correlated with the stress of extracurricular activities, and especially those focused on children competitions (GA Massari, Mount-Hendreş and Curelaru, 2013). To support this idea, we mention the research conducted by Curelaru, Diac, Muntele-Hendreş & Pop, (2010), which made the analysis points given for different types of activities indicated in the schedule for evaluating teachers.

In conclusion, based on the analyzed studies, we could say that teachers who have a high level of job satisfaction are more receptive to engage in solving new tasks, they exhibits a high level of positive interaction according to the needs of children, which ultimately leads to a positive impact on student performance.

2.2. Key factors at meso-structural level

As previously mentioned, the key factors of professional satisfaction are a mixture combination at micro and meso-level structure. At meso structure we can identify numerous studies (Mitchell & Larson, 1987; Byrne, 1994; Cheng & Liao, 2000; Dinham & Scott, 2000; Koustelios, 2001; Lee, 2003; Tsigilis, Zachopoulou și Grammatikopoulos, 2006; Cheng și Chen, 2011; Usop et al., 2013 etc.) aimed at various school characteristics, management, professional and individual features. The level of self-esteem depends also on the satisfaction gained from an activity that could motivate the person to continue to obtain other new rewards. The category of responsible factors for the level of professional satisfaction can include:

- *characteristics of the workplace (work tasks overload, time pressure);*
- *professional characteristics (different kinds of roles and responsibilities);*
- *organizational characteristics (confusion of tasks, role conflict, ambiguity, work overload job duties, classroom climate, decision-making and support/welfare);*
- *individual characteristics (age, gender, age, level of training, qualification, environment);*
- *personality characteristics (control, self-esteem, etc.).*

Regarding the teaching profession for kindergarten and primary school education, the children's age, the level of socio-emotional and cognitive development and the requirements of teaching involves the presence of some dynamic features into the personality structure of the teacher, allowing a mobility of the cognitive processes, empathy, sociability, positive attitude, communication and entertainments relationships with young children, resistance at distracter factors.

Regarding the size of professional satisfaction, in the international literature can be identified a number of ranked factors: collegial relationships, labor protection, technical guidance, relations with superiors, the use of professional skills, wages, workplace organization, and usefulness technique.

And Romanian researchers (Gh. Chepeș, T. Constantin, P. Datculescu, I. Gheorghe, N. Gogu, P. Grigorescu, C. Mamali, C. Zamfir etc.) were concerned about job satisfaction issues. The results of studies undertaken by M. Fenech (2006) on professional satisfaction of kindergarten teachers seem to be found in other countries and cultural contexts (Phillips, Howes & Whitebook, 1991; Stremmel, 1991; Bloom, 1996; Oshagbemi, 1999; Dinham & Scott, 2000; Koustelios, 2001; Cameron, Mooney

& Moss, 2002). Even if most investigated teachers reported poor working conditions, low wages, hard work volume, unrealistic expectations of managers, low professional status, organizational conflict, lack of promotion opportunities and reduced autonomy, they are the most satisfied with the teaching act.

An important factor of professional satisfaction, which has been a little studied, is the type of school (public or private) in which teachers work. Most of the research focused on this indicator reveals that teachers who are working in private schools have a significantly higher level of professional satisfaction than those that are working in public schools. We think that this factor should deserve more attention to be examined further taking into account the different characteristics of work (e.g.: organizational culture, social and material support, professional development, interpersonal relations) between these two sectors (public and private). Even if the sources of stress seem to be different, the results of international studies reveal that there are significant differences in overall scores of teachers' professional satisfaction depending on the type of school (public/private), while other studies reflected the idea that the place itself of the school is a predictor of stress.

Another key factor of the professional satisfaction is the environment (place, time and working conditions, staff relations etc.) in which the the teaching process takes place. Most studies finds differences between the key factors that cause burnout syndrome among teachers from urban and rural areas. If for the rural teachers the key factors of burnout are represented by poor working conditions and pressure of time, regarding the teachers from urban areas there were identified two majosr factors: behavioral problems and poor working conditions. Through the study carried out, in 2013, with C. Roman, we investigated the level of professional satisfaction of 130 preschool Romanian teachers. One of the relevant research results illustrated that job satisfaction of surveyed teachers is strongly associated with the working environment (urban/rural). In rural areas is still rooted the idea that kindergarten is not compulsory which causes a low level of opportunities and facilities to the child, and therefore the teacher felt a degree of dissatisfaction due to the insufficient/inadequate material basis, the small number of professional achievements, non-involvement of the community, professional networking constraints (very often with only one or two teachers in the same school), professional cap, minimizing the profession and the usefulness of their work. R. Basak & A. Ghosh (2011) conducted a study on different groups of teachers in schools from India, which showed that the professional satisfaction is predictable, being correlated with the school environment and locus of control.

In addition to these key factor (school type environment) there was demonstrated that the school context, represented by the physical conditions of work, administrative control, assistance and mentoring, time pressure, relations with students and parents, autonomy teacher, levels of intensity, professional competence and organizational culture etc. can have an impact on teachers job satisfaction. B.M. Byrne (1994) investigated the burnout syndrome of teachers from the elementary, secondary and intermediate schools in relation to the organizational and personality factors. H. M. Chen & X. S. Hu (1994) have shown that if personal values are consistent with organizational values it increases the staff satisfaction.

Another key factor consists into the behavioral problems of pupils that were generally identified as a major source of stress for primary and secondary school teachers (Boyle, Borg, Falzon, & Baglioni, 1995; Chaplain, 1995; Bibou-Nakou, Stogiannidou & Kiosseoglou, 1999). Usually these behavioral problems are associated with low socio-economic status (Offord & Lipman, 1996; Brooks-Gunn & Duncan, 1997).

Another relevant key factor that influence the job satisfaction is derived from the comparison with other teachers (Morgan & Kitching, 2007). For example, T. R. Mitchell & J. Larson (1987) have reported that teachers who wanted to outsource their teaching experiences show a high level of job satisfaction, while those teachers who are "closed" in the classroom and they do not communicate with their peers, they have a significant level of professional dissatisfaction.

To highlight the differences in teachers' satisfaction levels from public and private kindergartens in Cyprus, E. C. Papanastasiou & M. Zembylas (2005) have analyzed the motivational factors that influenced the decision to practice into education; their satisfaction with working conditions; status

and recognition received; and their satisfaction in relation to the management of the institution and associations. The results were interpreted in the context of the cultural, social, and economic aspects of a country which contributes to the development of certain forms of private/public school and the ways in which these structures appear to influence the teachers professional satisfaction.

Regarding the working conditions, M. Perie & D. P. Baker (1997) have identified the following factors associated with the professional satisfaction: administrative support and leadership, pupils behavior, school climate, relations with parents, and teacher autonomy (feeling of control over classroom procedures). The results of the study noticed that there is a linear relationship between working conditions and job satisfaction level, if the working conditions are more favorable, than the higher are the scores of job satisfaction.

There is now a considerable literature on the implications about social density, especially on the school and classroom size. Many studies underline the idea that the size of the group/classroom has not a direct impact on the stress levels of the teacher, but rather the composition of the group/classroom and the quality of student-teacher interaction seem to matter. Based on *Minnesota Satisfaction with Profession Questionnaire*, N. Koyuturk & U. Şahbaz (2015) compared the professional satisfaction of 185 preschool teachers from Isparta in whose group were included children with special needs with the level of teachers' satisfaction of whose class were not children with special needs. The research results showed no significant differences in satisfaction levels of teachers from kindergarten, whether there in the group of children were or not children with special needs.

The researchers found that teachers' job satisfaction is directly related to the syndrome of burn-out and reduced personal accomplishment levels. The burn-out syndrome is closely related to time pressure, while depersonalization and low personal accomplishment are strongly correlated with teachers' relationships with their parents. Other studies have focused on affect. K. Kitching, M. Morgan & M. O'Leary (2009) showed that conditions (including emotions, feelings and moods) play an important role in motivation and job satisfaction of teachers.

J.W. Cheng & C.Y. Liao (2000) followed if and to what extent the transfer of social feelings influence the job satisfaction level. J.W. Cheng & C.Y. Chen (2011) investigated three factors in the equation of the professional satisfaction of teachers from kindergartens in Taiwan: the effect intrinsic needs, the external rewards and organizational climate, concluding that psychological need is a main factor of influence job satisfaction.

All these studies emphasize that the factors which influence the professional satisfaction are different, but strongly influenced by the school characteristics.

2.3. Key factors at macro-structural level

Teachers' job satisfaction can be considered an important political issue because it is closely linked to stress, motivation of teachers and their performance, factors which influence the quality of teaching (Stremmel et al, 1993; Maslach & Leiter, 1999; Fenech, 2006) and finally the cognitive development of the student. Recognizing the importance and implications of this issue, many researchers (Cherniss, 1980; Maslach, 1982; Igodan, 1984; Clark, 1985; Kyriacou, 1987; Borg & Falzon; 1989; Ostroff, 1992; Chaplain, 1995; Bishay, 1996; Sheldon, Ryan, Rawsthorne & Ilardi, 1997; Perie & Baker 1997; Abel & Sewell, 1999, Ryan & Deci, 2000; Kyriacou, 2001; Osterloh, Frost & Frey, 2002; Lacey, 2003; Gold & Roth, 2003; Kyriacou & Chien, 2004; Myers Giacometti, 2005; Lee, 2006; Chenevey, Ewing & Whittington, 2008; Shirom, Oliver & Stein, 2009; Wagner & French, 2010; Masari et al, 2010; Tsigilis, Zachopoulou & Grammatikopoulos, 2013; Masari, Hendreş & Curelaru, 2013; Demirel, 2014; Moghaddam & Farahani, 2015; Viseu, Jesus, Quevedo-Blasco, Rus & Canavarro, 2015; Clipa & Boghean, 2015 etc.) focused on those specific factors to the macro level that may influence the teachers' job satisfaction. Often these key factors are a combination at micro-structural level (individual: gender, age, experience), meso-structural level (institutional: the problems of pupils/students, staff management, physical conditions of work, administrative, support, and mentoring, time pressure, relations with students and parents, autonomy of teacher, levels of intensity and competence, organizational culture), and macro-structural level (system: regional, national or international educational policies, salary and recognition of the teaching profession) which affect the job satisfaction, stress level and motivation of teachers. Obviously when the government makes often

changes in educational policies, teachers feel high levels of stress. An example of this idea is reflected, in 2004, into the study by S. Kyriacou & P.Y. Chien, to identify the stress levels of teachers in primary schools from Taiwan, which found that 26% of teachers reported that being a teacher is very or extremely stressful. We believe that the teachers stress has economic and personal implications (at economical level it can lead to a low employability, and at the personal level it can be installed the syndrome of emotional exhaustion, both perspectives lead to the possible performance levels of students - Kyriacou, 1987; Ostroff, 1992). Given the changes, progress, school programs and the working conditions of teachers, it is important for teachers and to develop the ability to cope with change (Kyriacou, 2001).

Based on previous results obtained, H.M. Lee (2003) focused on implementing a reward system attributed to the type of work in kindergartens and childcare centers. Therefore, some kindergartens implement the system of rewarding teachers according to their performance. External reward, as wages and the exchange of material (Murnane & Olsen, 1990; Gritz & Theobald, 1996), can be considered a predictor factor that could influence the job satisfaction.

The satisfaction produced by financial stimulus gives a sense of security, satisfying the need for esteem and social position. R.G. Netemeyer, J.S. Boles, D. O. McKee & R. McMurrin (1997) noticed that wages may influence job satisfaction, and especially as the financial reward is greater than the higher is the level of satisfaction. According to the findings of empirical studies, the national context may have a different impact on teachers' job satisfaction. For example, M. Perie și D.P. Baker (1997) found that the salary and benefits do not appear to have an impact on job satisfaction, M. Lee (2006) found that job satisfaction of teachers in primary education in Cambodia was closely associated with the salary and welfare conditions. In Cyprus, the teaching profession is chosen because of the wages, hours and holidays associated with this profession (Zembylas and Papanastasiou, 2004). In reality, employees are more satisfied when enjoys their working environment (Berry, 1997). Someone may have a well paid job and not being satisfied because the work is boring and lacks of sufficient stimulation. Despite the emotional exhaustion and discontent regarding the wage, the preschool teachers continue to strive for providing an attractive learning environment and have strong reasons to practice, as shown in studies by T. Oshagbemi (1999), S. Dinham & C. Scott (2000), A. Koustelios (2001), N. Tsigilis et al. (2006) etc. The results show that the first places in teachers' job satisfaction are the work itself, the management and working conditions, but they are unhappy with the financial compensation received.

In order to prevent a low level of teacher' job satisfaction and high occupational stress level, it is required a (re)structuring of the educational policies which may have as theoretical basis the results of the analyzed studies which provides an important basis of recommendations, implications and action plans, such as creating a positive school climate, an effective management, good communication, valuing the profession, sense of collegiality among support staff, comprehensive school policies and not sequential, adequate school resources, and provision of material and financial facilities.

3. Discussions

The professional satisfaction determines a number of intersection with different aspects of organizational life, and, generally, with life satisfaction. When there is a high level of job satisfaction it can be identified positive aspects, like productivity, performance and loyalty. When the level of job satisfaction is low, it may cause negative effects, such as dissatisfactions, delays, absenteeism, strikes and sabotage. There are still a lot of debates about whether satisfaction leads to performance or performance results in satisfaction (Luthans, 1998). There are many possible variables, but the most important seems to be the rewards. If the employees are stimulated by rewards then they will find it more fairly, which can lead to effort for a higher performance.

Some researches indicate that there is no strong connection between satisfaction and productivity. The satisfied employees will not necessarily be more productive. Other recent researches argue that the satisfaction can not necessarily influence the improvement of the individual performance, but it can lead to improvements at departmental and organizational levels. The employee commitment is one of the most important factors that managers must have it in mind, because a cost of 5% for developing the loyalty produces a benefit of 55% reflected in productivity, efficiency, quality of work, the group's

success, stability, jobs, welfare and cohesion of group. Usually, the evaluation of employee loyalty is measured by applying a questionnaire (eg. Loyalty Questionnaire) or an interview. When it is not achieve a high level of loyalty, it arise the question of serious and negative consequences to the organization. The research findings by R.J. Vanderberg & C.E. Lance (1992) demonstrated strong correlations between job satisfaction and loyalty, meaning that the loyalty of employees increases with greater professional satisfaction. To develop and maintain loyalty there are incentives that can influence the level of it, such as: equity in assessment of effort and gain; bonuses, financial compensation, other facilities; appreciation/recognition of merit in public; hierarchic promotion; granting diplomas, awards or honorary titles; providing uniforms, badges etc.

The absenteeism of the employee is a serious problem that can affect the overall activity of an institution, with a variety of negative repercussions on productivity, costs, quality and, not least, the efficiency and performance of the institution, in general. The absenteeism of the employee causes additional costs. It is known that if the unexpected absence of an employee represents 9% of total costs with employees, the often absenteeism implies a cost of 36% of total labor costs, according to an international survey conducted by Mercer in the U.S.A.

Besides that the absenteeism should not be neglected or overlooked because any internal unsolved problem worsen, in terms of job satisfaction the demotivating and demoralizing effects have a directly impact on other employees through the additional work that they must provide to replace the missing colleagues.

The studies show that there is an inverse relationship between job satisfaction and absenteeism: when the level of satisfaction is high, the absenteeism rate tends to be low and vice versa. The literature provides a number of ways to fight this phenomenon, such as: developing and implementing a transparent, fair and equitable policy in terms of absenteeism; monitoring the employees; changing the style management; finding a compromise solution together with the employee; granting bonuses or rewards etc. For example, in financial terms, it was demonstrated that the grant of lunch vouchers are an effective tool to control unplanned absenteeism – there are savings of up to 32% compared with its grant of equivalent amounts in cash that are submitted to other rules of taxation.

It is obviously that always problems as insufficient wages, poor organizational management or inappropriate organizational environment will directly affect the level of professional efficiency, productivity, performance, personal development, job satisfaction of teachers, their intention to give up, and lastly the welfare of employees (Baron, 1986; Granger & Marx, 1992; Maghradi, 1999; Tsigilis et al., 2006), but human resource development is an indicator of the performance of any organization and, therefore, we believe that professional satisfaction, occupational stress and level of personal development of teachers should be monitoring to prevent the burn-out caused by the teaching profession.

The decision to remain into the education system is almost definitive if the teacher is satisfied with the following aspects of his career: pre-service teacher training, compensation offered, external authority, school culture, in-service teacher training, motivation to teach and emotional factors that may be hypothetical key factors of professional satisfaction. The recent research studies underlines that the strongest relationship which determines the level of teachers' job satisfaction who choose to stay or to give up to education system, as a field of work activity, is represented by the positive emotional factors, like enthusiasm, positivism, optimism, joy of teaching, confidence, making a difference in children's lives, and negative factors, such as anxiety, burn-out, frustration and stress.

It should not forget that improving economic conditions and subsistence of teachers can significantly affect their level of job satisfaction, respectively the life satisfaction (Demirel, 2014). If the teachers are satisfied with their job, they will develop and maintain a high level of performance (Usop et al. 2013), leading us to the idea that the teaching-learning-assessment process can be more efficient, which could produce a high level of competitiveness to the students.

We believe that these studies provide a functional perspective on the complexity of the key factors which have impact on teachers' job satisfaction, even if there is no consensus or an homogeneous position regarding this issue, due to the wide backgrounds of national contexts in relation to different educational systems where were conducted various tests and measurements.

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