

**SCHOOL OF ECONOMICS AND BUSINESS  
UNIVERSITY OF SARAJEVO  
AND  
FACULTY OF ECONOMICS  
UNIVERSITY OF LJUBLJANA**

**MASTER'S THESIS**

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**SCHOOL OF ECONOMICS AND BUSINESS  
UNIVERSITY OF SARAJEVO  
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UNIVERSITY OF LJUBLJANA**

**MASTER'S THESIS  
EMPLOYEE SATISFACTION IN EDUCATION IN  
SARAJEVO CANTON**

**February 13<sup>th</sup>, 2015**

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## INTRODUCTION

One evening an old Cherokee told his grandson about a battle that goes on inside people. He said: “My son, the battle is between two wolves inside us all. One is evil; it is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego. The other is good; it is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith.” The grandson thought about it for a minute and then asked his grandfather: “Which wolf wins?” The old Cherokee simply replied: “The one you feed.” (Graham, 2000, p. 92).

Sartre (1957, p.27) said that we decide what meaning we are going to give to our environment and how we are going to let environment affect us. We all create our space, life, environment using our beliefs, attitudes, opinions and sometime using stereotypes and prejudices. We decide which attitudes and emotions we are going to feed.

Organization consists of people, their words, acts, habits and character. Without human resource organization would not exist. All types of organizations need quality human resources that have needed values, skills and knowledge. Quality human resources are employees who have strong work ethic, adaptability, honesty and integrity, professionalism, loyalty and productivity. Those are employees who embrace the change that is going to make their jobs and lives easier. Also, those people have their own opinions, attitudes and beliefs about their job. It is important for company that they have positive attitude towards job, and that they are satisfied and motivated to work more and better.

According to Robbins and Judge (2007, p. 74) attitude consists of feelings, beliefs and knowledge about situations, ideas or people. In this study the most important attitude is the one towards job satisfaction. Various researchers have defined the job satisfaction differently. Griffin and Moorhead (2011, p. 74) said that “Job satisfaction is the extent to which a person is gratified or fulfilled by his or her work.” But we can tell that “job satisfaction explains what makes people want to come to work. What makes them happy about their job or not to quit their job?” (Rahmayah, 2011, p. 4)

How satisfied are teachers in education? Do teachers in elementary school stand to be less satisfied with their pay and job security than high school teachers and university professors? How much is relationship with colleagues important as a factor of job satisfaction? Which factors are the most important for job satisfaction? These are just some of the questions that appear to be the burning topics. And in this thesis we tried to answer some of those questions in the context of education employees.

Marston (2010, p. 437-454) said that high school teachers and university professors scored significantly lower on practical satisfaction factors (tenure, salaries, benefits) than elementary

teachers. He also mentions that “teachers at all levels valued their relationships with colleagues. Although each group of teachers reports concerns they had around university-related issues (increased disengagement of some colleagues, avoiding conflict with other colleagues, and reporting that colleagues can be “the people that can hurt you the most and they're the people that can help you the most”), teachers at all levels ranked collegial relationships as a relatively high motivator and factors of employee satisfaction.”

Problem that we will confront during research is cognitive dissonance. Any incompatibility between two or more attitudes or between behavior and attitudes is cognitive dissonance. According to Festinger (1957, p. 9) cognitive dissonance simply means that “people do not like to have attitudes and behaviors in conflict.” He also said how to reduce dissonance. There are three possible ways to reduce cognitive dissonance: changing a behavioral cognitive element, change an environmental cognitive element and adding new cognitive elements.

By listening to the voices of elementary teachers, high school teachers, and college professors, we can help increase job satisfaction and effectiveness, with positive outcomes for organization. Therefore the main purpose of the thesis was to find out how much employees are satisfied with their job in education in Sarajevo Canton and to suggest some ideas how to increase satisfaction and consequently job performance. Throughout this master thesis we identified the factors with which employees are mostly satisfied or dissatisfied. Also, the job satisfaction of elementary, high school and faculty teachers was analyzed and results are compared. Based on these results, some recommendations are proposed regarding what management can do to increase employee satisfaction in education. The objectives of this master thesis are:

1. to explain how and why employee satisfaction has an impact on organizational outcomes;
2. to investigate how much employees are satisfied with their job in education in Sarajevo Canton;
3. to analyse the most important factors of employee satisfaction in education in Sarajevo Canton;
4. to find out with which elements of job employees tend to be less satisfied;
5. to investigate differences in levels of satisfaction between elementary, high school and college teacher;
6. to propose recommendations for improving employee satisfaction.

The following research questions were developed to examine employee satisfaction in education in Sarajevo Canton:

Research Question 1: What is the level of job satisfaction in education in Sarajevo Canton?

Research Question 2: With which elements of job are employees most and least satisfied?

Research Question 3: Are there differences in levels of satisfaction between elementary, high school and faculty teachers?

The available literature published, scientific articles and other resources related to the employee satisfaction are used to write the theoretical part of this master thesis. In empirical part we used primary and secondary data. Secondary data is collected by using e-sources (e-journals, e-books), downloading data from various publications about employee satisfaction. Primary data are collected by using a questionnaire. We developed questionnaire based on theory to collect information from teachers concerning their job satisfaction.

The sample consists of several schools (two elementary schools, two high schools and two faculties) in Sarajevo Canton. The respondents were three groups of teachers: elementary, high school and faculty teachers.

To explore the thesis topic we used comparative method (to show the difference between employee satisfaction in elementary schools, high schools and faculties), inductive and deductive method (to make conclusion based on facts from questionnaire).

In the first chapter we defined attitudes and employee satisfaction. We wrote about factors that impact on employee satisfaction, effects of employee satisfaction and how to measure it. Definition of cognitive dissonance and how to overcome this uncomfortable feeling is our focus in the second chapter.

The third chapter is about employee satisfaction in education in Sarajevo Canton. Using data from 137 participants we examined level of employee satisfaction. We used two groups of factors, that impact on employee satisfaction: organization factors and personal factors, to find out which factors are contributing to satisfaction or dissatisfaction. We expected that the most satisfied employees are faculty professors and assistants and the least satisfied were elementary teachers. We confirmed this expectation.

In the chapter four we give some recommendations for improving education system and employee satisfaction according to the answers that we got from our research. Also, with this master thesis we raised further questions for research.

At the end, we conclude that it is necessary to put the right person in the right workplace to achieve employee satisfaction and organization productivity.

# 1 EMPLOYEE SATISFACTION

Employee satisfaction is very important. In August of 2009 we could read about suicides of France Telecom employees. The main reason of those suicides was job dissatisfaction. Also, during 2007 and 2008 American researchers found out that employee loyalty percentage dropped from 95% to 39% because employees was not satisfied with factors which have impact on employee satisfaction (Hating what you do, 2009, *The economist – portal*).

The concept of employee satisfaction has attracted the attention of researchers and practitioners from different disciplines such as human resource management, organizational behavior, psychology, sociology and so forth. In literature there are a large number of studies that analyses employee satisfaction from many different perspectives and its relationship with organizational variables (e.g. productivity, motivation, loyalty, absenteeism, and turnover).

## 1.1 Definition of employee satisfaction

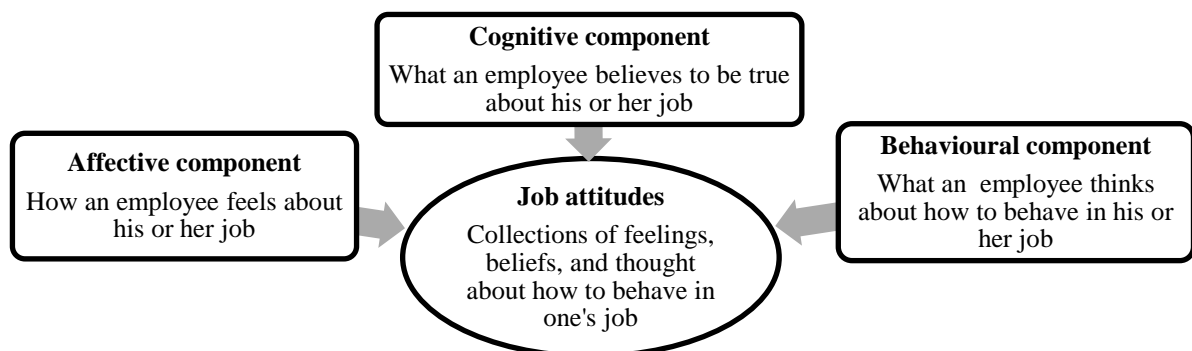
If we ask somebody what he or she feel for his or her job, we can get answer like this: “I like my job because it is so interesting and I have opportunity to build my career.” Or like this: “I hate my job, it is boring and my salary is low.”

Those statements are attitudes. Robbins and Judge (2007, p. 74) said that “Complexes of feelings, beliefs and knowledge that people have about specific situations, ideas or other people are called attitudes.” They also mention that there are three components of attitude:

1. affective component or an emotional reaction on some situation, ideas or people;
2. cognitive component which is belief or opinion that one person have about something;
3. behavioral component as an intention to behave in certain way toward something.

As we can see in Figure 1, job attitudes are a combination of affective component, cognitive component and behavioral component. These also form the basis for defining employee satisfaction.

Figure 1. Components of job attitudes



Source: S.Robbins & T.A. Judge, *Organizational Behaviour*, 2007, p.75.

Various researchers have defined the employee satisfaction differently. According to Locke (1969, p. 310) employee satisfaction is a “pleasurable or positive emotional state resulting from an appraisal of one’s job or job experiences.” Locke looks at employee satisfaction as a positive feeling, without mentioning negative feeling that job can produce. Taking this in consideration, Spector (1997) and Robbins (2003) define employee satisfaction using both, positive and negative feeling.

Spector (1997, p. 2) says that employee satisfaction “is simply how people feel their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.” This definition suggests us to look at employee satisfaction as a general or global affective reaction that employees hold about job. Similarly, Robbins (2003, p. 72) define employee satisfaction as “A collection of positive and/or negative feelings that an individual holds toward his or her job.”

Judge, Odendaal, and Roodt (2009, p. 78) describe factors of employee satisfaction. Those factors include salary, work condition, relationship with co-worker, work-life balance etc. Some authors further elaborate how employers can improve satisfaction if they invest in these factors to respond to employee expectations. For example, Van der Voordt (2003, p.11) says that “Employee satisfaction refers to the degree to which the working environment meets the wishes and the needs of the employees. Employee satisfaction can be related to the work itself, like the complexity of the work, autonomy, content, the social working environment, and the physical working environment, and interactions between these aspects.”

As we can see, during years definition of employee satisfaction is changed, besides positive feelings there were negative feelings added, than in literature is mentioned which factors can improve satisfaction and remove dissatisfaction. But, in more recent literature authors are back to Locke and his definition. So, Griffin and Moorhead (2011, p. 74) claim that job satisfaction is the extent to which a person is gratified or fulfilled by his or her work. Similarly, Rahmayah (2011, p. 4) argues that job satisfaction explains what makes people want to come to work, and what makes them happy about their job or not to quit their job.

To avoid possible problem or misunderstandings it is necessary to describe employee satisfaction in term which we are going to use in Master Thesis. Employee satisfaction is an attitude that employees have about job factors (organizational and personal) and if management improves those factors they lead to job satisfaction.

In literature we can find so many models to explain employee satisfaction in workplace, but we are going to use:

1. Locke's Range of affect theory, because this is the most famous model of employee satisfaction and shows us difference between employees. In the same situations one employee will be more satisfied than other, because he/she value different things than other. This is important to have in mind when we are trying to measure employee satisfaction.
2. Herzberg's two factor theory, because this theory shows in which elements of job management have to impact to improve satisfaction or eliminate dissatisfaction. When is measured which factors of job cause dissatisfaction, management can react to eliminate and make employees more satisfied.
3. Hackam and Oldham model, because this model shows job components which lead to job satisfaction. We can say that this model is similar with two factor theory but advantage of this model is that Hackam and Oldham take in consideration individual differences, which was not the case with two factor theory which predicted all employees will react in an identical manner to changes in motivating/hygiene factors.

Locke's Range of affect theory from the 1984's, is the most famous satisfaction model. The theory focuses in outcome that employee value. The propos of theory is that employee satisfaction occurs when the job outcomes matches with outcomes that are desired by employee. If outcomes are better valued employee will be satisfied, and if outcome is less valuable employee will be less satisfied.

McFarlin and Rice (1991, p. 32) mentions that the main premise of Locke's theory is that satisfaction is determined by discrepancy between what employee wants in a job and what has in that job. To illustrate, if Employee A values career and Employee B is indifferent about career, then Employee A would be more satisfied in a position that offers an interesting tasks, unstructured tasks, a high degree of autonomy and less satisfied in a position with routine tasks and no autonomy compared to Employee B.

Herzberg's two factor theory (known as Motivator Hygiene Theory) is also important to explain employee satisfaction in workplace. Herzberg (1987, p. 87) started studying employee satisfaction in the 1950's in Pittsburgh. He started with the idea that the causes of employee satisfaction are the opposite of things that cause dissatisfaction. He made his own survey where he asked participants to identify things that made them feel satisfied or dissatisfied with their job. Herzberg found out that what makes people satisfied is what they do and what makes them dissatisfied is the way they are treated. He confirmed things that make people satisfied are different from those that cause dissatisfaction. Based on these finding he created his theory of Motivators and Hygiene factors.

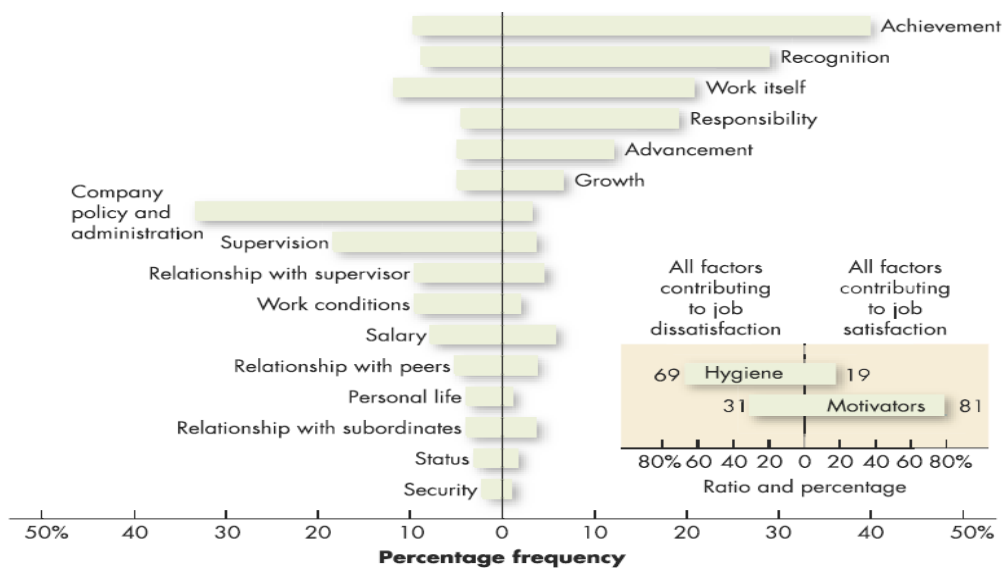
Robbins (2003, p.160) says two factors theory states that satisfaction and dissatisfaction are driven by different factors: hygiene factors and motivation factors. Hygiene factors are associated with physical and psychological context in which the job is performed (physical



working conditions, pay, and security), and those factors are leading to dissatisfaction. Motivation factors are associated with the actual work itself and how challenging it is (interesting work, autonomy, responsibility) and they are leading to satisfaction.

In Figure 2, we can see what is included in hygiene and what in motivation factors. Hygiene factors include aspects of the working environment such as pay, company policies, working conditions, relationship with supervisor, relationship with employees, personal life, status, security. Motivating factors are those aspects of job that make people want to perform, and provide people with satisfaction, for example promotion opportunities, recognition, growth, work itself, responsibility, advancement, achievement. These motivating factors are considered to be intrinsic to the job, or the work carried out.

Figure 2. Hygiene factors and motivation factors

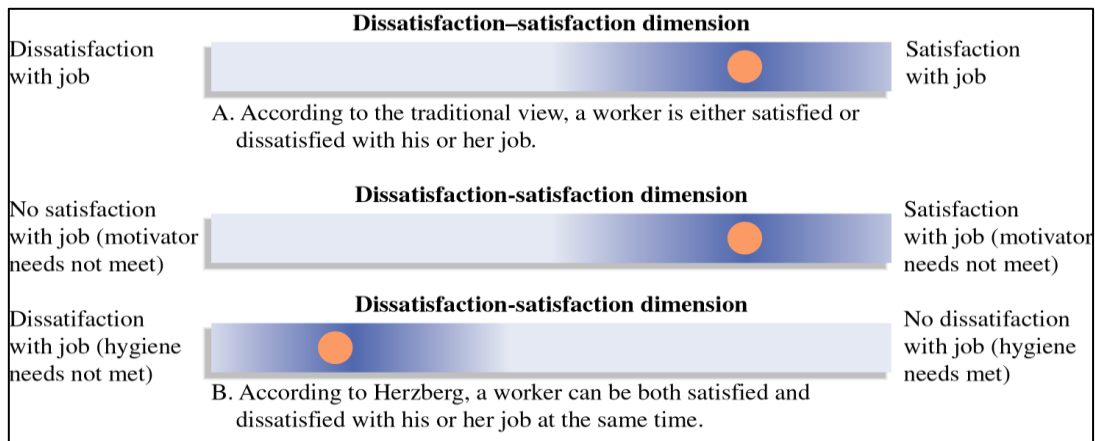


Source: F. Herzberg, *One more time: How Do You Motivate Employees?*, 1987, p. 90.

According to Herzberg (1987, p. 91), when motivators are met, workers will be satisfied, when these factors are not met, and workers will not be satisfied. When hygiene factors are met, workers will not be dissatisfied, when these factors are not met, workers will be dissatisfied.

As we can see in Figure 3, the opposite of satisfaction is not dissatisfaction, as was traditionally believed. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. As illustrated above, Herzberg proposed that his findings indicate that the opposite of satisfaction is no satisfaction and the opposite of dissatisfaction is no dissatisfaction.

Figure 3. Traditional view vs. Herzberg's two-factor theory



Source: F. Herzberg, *One more time: How Do You Motivate Employees?*. 1987, p. 91.

In 1975, Hackam and Oldham proposed a comprehensive Job characteristics model. Robbins and Judge (2007, p. 227) wrote that Hackam and Oldham state five core job characteristics (skill variety, task identity, task significance, autonomy and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.).

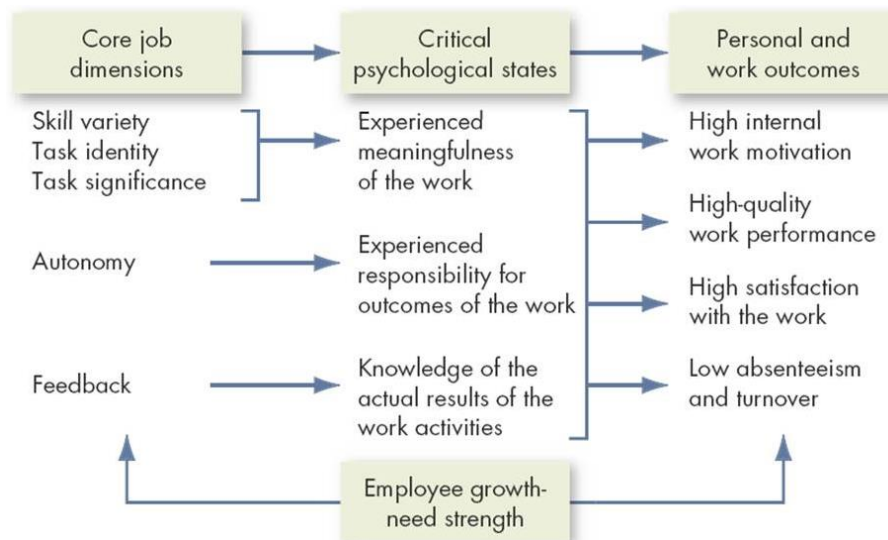
In Figure 4 Hackam and Oldham present model, where we can see five core job characteristics:

1. skill variety is the degree to which a job requires a variety of different activities (how many different skills are used in a given day, week, month?);
2. task identity is the degree to which the job requires completion of a whole and identifiable piece of work (from beginning to end);
3. task significance is the degree to which the job has a substantial impact on the lives or work of other people;
4. autonomy is the degree to which the job provides substantial freedom and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out;
5. feedback is the degree to which carrying out the work activities required by a job results in the individual obtaining direct and clear information about the effectiveness of his or her performance.

Hackam and Oldham model states that employee with skill variety, task identity, task significance, autonomy, and for which feedback of results is given, directly affect three psychological states: knowledge of results, meaningfulness of work and personal feelings of

responsibility for results. Increase in these psychological states results in increased motivation, performance, and passion and employee satisfaction.

*Figure 4. Hackman and Oldham model*



Source: G.G. Grant, *ERP and Data Warehousing in Organizations: issues and challenges*, 2003, p. 110.

## 1.2 Factors of employee satisfaction

Various researchers investigate employee satisfaction and they identify factors of employee satisfaction. There are many factors which influence on employee satisfaction. Some of them are (Robbins, Judge, Odendaal, & Roodt, 2009, p. 78.):

1. the way the individual reacts to unpleasant situations;
2. the facility with which he or she adjusted himself with other person;
3. the nature of work in relation to abilities, interest and preparation of worker;
4. the relative status in the social and economic group with which he or she identifies himself or herself;
5. respect from co-worker;
6. relationship with supervisors;
7. opportunity for advancement;
8. opportunity to use skills and abilities;
9. job-specific training;
10. security;
11. benefits;
12. loyalty;
13. work-life balance;
14. flexibility;
15. corporate culture;
16. decentralized organization structure or centralized organization structure;

- 17. organization's financial stability;
- 18. the work itself.

Table 1. Factors of employee satisfaction

Group of employee satisfaction	Factor of employee satisfaction
Organization satisfaction factors	Overall job
	Reward
	Relationship with co-workers
	Working conditions
	Organization structure
Personal satisfaction factors	Years of service
	Reputation and status
	Work-life balance

Source: S. Robbins, T. A. Judge, A. Odendaal, & G. Roodt, *Organizational Behaviour: Global and Southern African perspectives*, 2009, p. 78.

As we can see in Table 1, we can put all factors of employee satisfaction in two groups: organization satisfaction factors and personal satisfaction factors.

Judge, Odendaal and Roodt (2009, p. 78.) show that organization satisfaction factors are divided in five main components: overall job, reward, relationship with co-workers, working conditions, organization structure.

1. Overall job includes tasks and job security. While there are plenty of people who enjoy working on standardized and routine tasks, most of people prefer interesting and complicated tasks. Interesting and complicated tasks with more flexibility and freedom in job are leading to satisfaction. Also, job security contributes to high level of satisfaction.
2. Reward means how much employees are paid and in what form that is. There are many forms of rewards like salaries, bonus payments, pensions and benefits. Employee satisfaction exists if employees are satisfied with salary and benefits, have possibility for career progress and development.
3. Relationship with co-workers is really important factor for job satisfaction. Co-workers should be good, interesting and supportive. They should show commitment to team success and share goals. Also, they have to be happy to help each other when there are difficulties, show consideration, respect and support.
4. Work conditions refer to the working environment and aspects of an employee's terms and conditions of employment. This includes the organization of work and work activities and working time. Better working conditions means more job satisfaction.

5. Organization structure determines the manner and extent to which roles, responsibilities and power are delegated, coordinated and controlled, and also how information flows between levels of management. They can be centralized structure where the decision making power is concentrated in the top management, and decentralized structure where the decision making power is distributed on departments and divisions. As it was said there is no rule about satisfaction and structure because in some organization high level of satisfaction is connected with decentralized structure, but in other with centralized structure. No matter which of structures is used the communication should be open, with fast and positive feedbacks.

Also, Judge et al., (2009, p. 78) mention that personal satisfaction factors are divided in three main components: years of service, reputation and status, work-life balance.

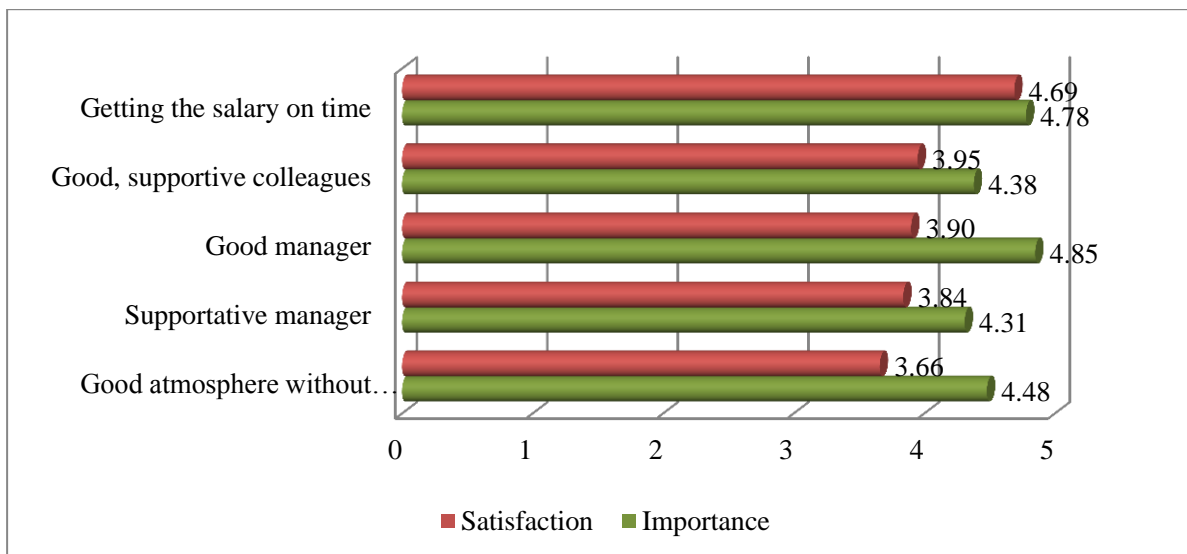
1. Years of service mean how many years an employee spends on working at his or hers job. Those years are connected with satisfaction and in literature it is called a “U” relationship. At a beginning of work employee is satisfied with job, co-workers and salary but after some years it starts to be routine, boring and it lead to dissatisfaction. At end of work employee is satisfied again because he or she see tasks interesting or learn something new.
2. Reputation and status is connected to hierarchical levels. Every employee in the organization, except one, usually the CEO, is subordinate to someone else within the organization. Employee on higher level is more satisfied then those who are subordinate to him or her.
3. Work-life balance is connected with two words: achievement and enjoyment. It is necessary to feel achievement and enjoyment at work, in family, with friends and with yourself. When person feels fully satisfied with both personal life and career it can be said that person is balanced. By Torrington, Hall and Taylor (2008, p. 767) work-life balance mean different things to different people, depending of their age, life circumstance, values, interest, personality and so on. Balance is elusive and difficult to maintain, but not impossible. For example, in one occasion Jack Welch said that for 41 years, his operating principle was work hard, play hard and spends some time as a father. He felt his life was perfectly balanced. It felt like he had everything in it, all in the right amounts.

Question is: “Which factors of employee satisfaction are the most represented?” Numerous authors have researched factors of employee satisfaction. Those studies show the same factors of employee satisfaction or dissatisfaction (Pupavac, Lipovača, & Sečen, 2012, p. 3).

In figures 5 and 6 we can see the factors of satisfaction and dissatisfaction. Factors of employee satisfaction with which employees are most satisfied are: getting the salary on time, good and supportive colleagues, good manager, supportive manager, good atmosphere without conflict. Factors of employee dissatisfaction are: career progress, feedback, work conditions, low level of salary, salary fairness. If we take a look through Herzberg’s glasses, we can see some of hygienic factors of Herzberg’s theory are met. We mention when hygienic

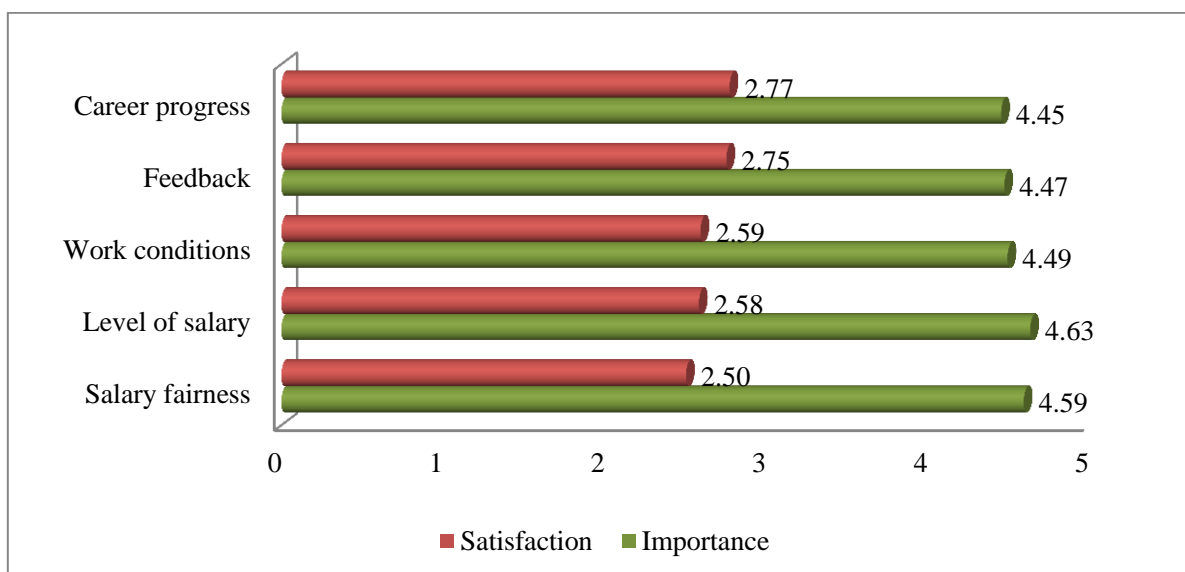
factors are met employees are not dissatisfied. So, dissatisfaction is partly neutralized with getting the salary on time, good relationship with supervisors and co-workers. But work conditions, low level of salary and salary fairness are hygienic factors which are not met, and they are source of dissatisfaction. In those studies only one motivation factor of Herzberg's theory is mentioned, it is career progress. Career progress is not met which mean that employees are not satisfied whit this factor. We cannot make conclusion about their satisfaction based on this one factor, but we can headline their dissatisfaction with some important hygienic factors: salary and work condition.

Figure 5. Factors of employee satisfaction



Source: D. Pupavac, S. Lipovača, & V. Sečen, *Employees satisfaction – the key factor for the success of modern companies*, 2012, p. 3.

Figure 6. Factors of employee dissatisfaction



Source: D. Pupavac, S. Lipovača, & V. Sečen, *Employees satisfaction – the key factor for the success of modern companies*, 2012, p. 3.

### **1.3 Effects of employee satisfaction**

Companies need good, knowledgeable employees. If these employees are not treated fairly, they are going to take advantage of other job offers that will provide more stability and more benefits. In other hand, satisfied employees will work harder for the company and plan to stay at the company. So, it is important that employers care about employee satisfaction.

As we have mentioned, there are consequences when employees like their jobs and when they dislike their job. Those consequences are related with productivity, absenteeism and turnover.

#### **1.3.1 Employee satisfaction and productivity**

Basic function of any company is transformation inputs into outputs. Inputs include labor, plant and equipment, raw material, energy and technology know-how. Output is the finish goods and service produced. The goal of a manager is to get their employees to produce efficiently and effectively.

Šehić (2002, p. 107) said that efficiency is ratio between output and input. It is quantity of elements (inputs) needed for production of one unit of output. The most important component of efficiency is employee productivity. Productivity is usually measured by output per working hours, or per number of employees. Effectiveness is term which we connect with goal of company. Šehić (2002, p. 107) explained that effectiveness is the level of goal attainment. He also said that efficiency means “to do things on right way” (on rational way) and effectiveness means “to do right things” (produce necessary goods and service).

The relationship between employee satisfaction and productivity has always been discussed in human resource management and organizational behaviour literature. While we intuitively believe that employee satisfaction is necessary for high productivity, studies in the past have not supported this belief (Griffin & Moorhead, 2011; Robbins, 2003; Archer, 1988).

Employee satisfaction and productivity are important to an effective workplace, but changes in one category do not necessarily reflect changes in the other. Griffin and Moorhead (2011, p. 74) said “Contrary to what a lot of managers believe, however, high levels of job satisfaction do not necessarily lead to high levels of productivity.” Employee satisfaction is one of elements necessary for high productivity. Other elements that have more impact on productivity are technology and machines. For example, an operative on the factory floor may have his or her productivity much more influenced by the speed of machine than by the level of employee satisfaction.

Robbins (2003, p. 80) also concluded that satisfied workers aren't necessarily more productive. Archer (1988, p. 45) showed that satisfied workers are not always more productive. A study comparing American and Japanese workers, conducted by Indiana

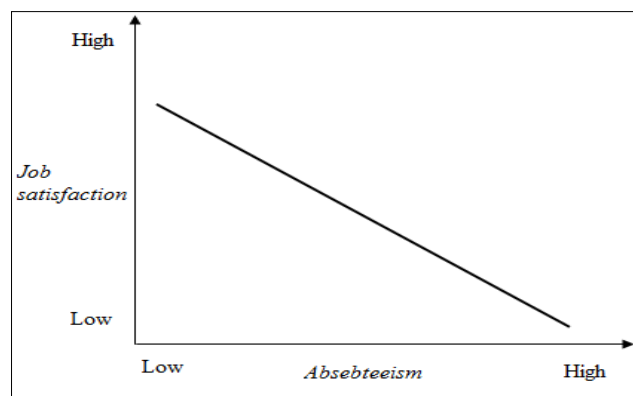
University research team, showed that over 81 percent of Americans were satisfied with their job while only 53 percent of Japanese were satisfied with theirs. Study shows Japanese workers as more productive than American. The result of research was surprising for American managers and their employees because they believed that high levels of job satisfaction are essential to the achievement of high levels of productivity, which was not the case in this study.

### 1.3.2 Employee satisfaction and absenteeism

Defining absenteeism should be simple. A person is or is not at work. Rahimić (2010, p. 359) said “Absenteeism occurs when an employee of a company does not come to work due to scheduled time off, illness, injury, or any other reason. „There is no agreement concerning the relationship between employee satisfaction and absenteeism. Some research has found no correlation between these two variables, but other studies indicate a weak relationship between these two variables (Rahimić, 2010, p. 360).

As we can see in Figure 7, when employee satisfaction is low, absenteeism tends to be high. Similarly, when employee satisfaction is high absenteeism tends to be low. While it certainly makes sense that dissatisfied employees are more likely to miss work other factors affect the relationship. When satisfaction is high, absenteeism could occur when people feigning illness or they are not going to lose pay.

Figure 7. Employee satisfaction and absenteeism



Source: Adapted from Z. Rahimić, *Human resource management*, 2010, p. 360.

### 1.3.3 Employee satisfaction and turnover

Today, many companies have problem with high levels of employee turnover. Bahtijarević Šiber (2003, p. 939) defines that turnover occurs when employees voluntarily leave their jobs and must be replaced. High turnover can be a serious obstacle to productivity, quality, and profitability. Satisfaction is negatively related to turnover, it means satisfied employees are less likely to quit.



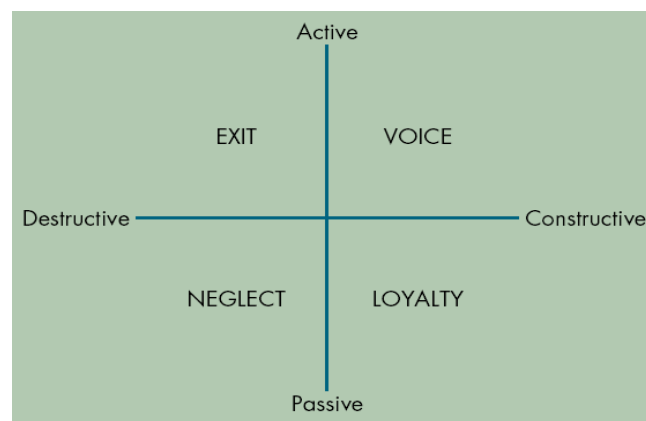
Griffin and Moorhead (2011, p. 74) mention that satisfied employee tends to be absent less often, to make positive contribution, and to stay with the organization. Contrary, dissatisfied employee may be absent more often, may experience stress that disrupts co-workers, and may be continually looking for another job. If employee is dissatisfied he or she will express that feeling. Monotonous and boredom work, poor relations with co-workers, low status are some of the factors that make workers abandon their work.

Robbins (2003, p. 82) explains that employees can express dissatisfaction in four ways, namely exit, voice, loyalty, neglect:

1. exit: behavior directed toward leaving the organization, including looking for a new position as well as resigning;
2. voice: actively and constructively attempts to improve conditions, including suggesting improvements, discussing problems with supervisors, and some forms of union activity;
3. loyalty: passively but optimistically waiting for conditions to improve, including speaking up for the organization in the face of external criticism, and trusting the organization and its management to do the right thing;
4. neglect: passively allowing conditions to worsen, including chronic absenteeism or lateness, redacted effort, and increased error rate.

Exit and neglect encompass performance variables: productivity, absenteeism, and turnover. Voice and loyalty are constructive behaviors which allow individuals to tolerate unpleasant situations or to revive satisfactory working conditions. It helps to understand situation. Those four ways of dissatisfaction that employees can express are represent in Figure 8.

*Figure 8.* The impact of employee's dissatisfaction



Source: S. Robbins, T. A. Judge, A. Odendaal, & G. Roodt, *Organizational Behaviour: Global and Southern African perspectives*, 2009, p. 80.

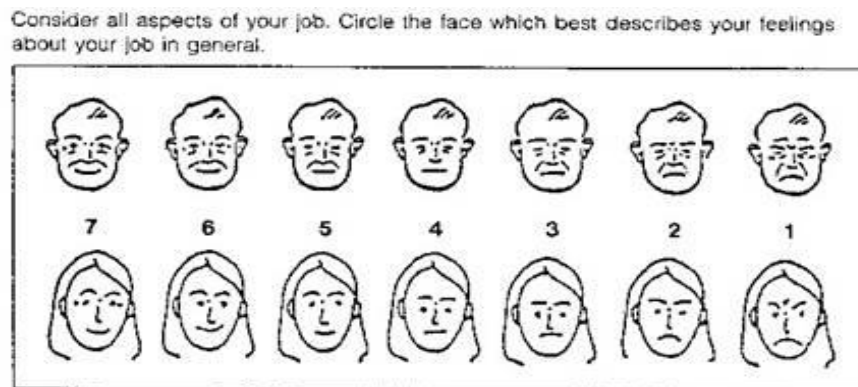
## 1.4 Measuring employee satisfaction

Edward Lee Thorndike said: “If something exists, it exists in some quantity, and if it exists in some quantity, it can be measured.”(Duffy & Jonassen, 1992, p. 35).

As we have mentioned employees have different attitudes toward their job and measuring satisfaction of employee is not easy. In most cases it is necessary to rely on what employee say about job. Important fact is that employees are not completely open in expressing their opinion, and they often keep their feelings for themselves (Robbins, Judge, Odendaal & Roodt, 2009, p. 77). Knowing this obstacle, last sixty years scientists worked hard on developing reliable and valid instruments for measuring employee satisfaction. But still, there are no completely objective methods. Employee satisfaction is measured in many different ways.

One of the first methods for measuring employee satisfaction was developed by Kunin in the 1950's and is called the Face scale (Kunin, 1955). The male faces were originally developed by Kunin as reported in *Personnel Psychology*. The matching female faces were created by Dunham and Herman 1975 and published in the *Journal of Applied Psychology*. The Face scale (Figure 9) is easy to use. Faces is questionnaire in which employees select the face that best expresses how they feel about some question related to job.

Figure 9. The face scale



Source: M. S. Saiyadain, *Human resources management*, 2009, p. 16.

Rahmayah (2011, p. 4-5) reported that today the most used scale is the Job descriptive index (JDI). The JDI was developed by Smith, Kendall and Hulin in the 1960's. This scale consists of series statements that are rated by employees. The JDI measure five facts of job satisfaction: pay, promotions, co-workers, supervisors, works itself. This way of measuring is extremely easy to use with all types of respondents, but bad thing is only five factors are included in measuring.

Also, there is the Minnesota satisfaction questionnaire (MSQ) which is represented in Figure 10. The MSQ was developed in the 1967's by Weiss, Darwis, England and Lofquist (1967, p. 32). The MSQ is used to measure 20 facts of job satisfaction and uses a five point Likert type response format. The dimensions in which job satisfaction is measured are ability, utilization, achievement, activity, authority, company, co-workers, creativity, moral values, security, social status, variety etc. This questionnaire is reliable, valid, but it takes a very long time.

Figure 10. The Minnesota Satisfaction Questionnaire (MSQ)

Ask yourself, How **satisfied** am I with this aspect of my job?  
**Very Sat.** means I am very satisfied with this aspect of my job.  
**Sat.** means I am satisfied with this aspect of my job.  
**N** means I can't decide whether I am satisfied or not with this aspect of my job.  
**Dissat.** means I am dissatisfied with this aspect of my job.  
**Very dissat.** means I am very dissatisfied with this aspect of my job.

---

On my present job, this is how I feel about...	Very dissat.	Dissat.	N	Sat.	Very Sat.
1. The chance to be of service to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to try out some of my own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being able to do the job without feeling it is morally wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to work by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The variety in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: D.J. Weiss, R.V. Darwis, G.W. England, & L.H. Lofquist, *Manual for Minnesota Satisfaction Questionnaire: Minnesota Studies in Vocational rehabilitation*, 1967, p. 32.

The JDI and the MSQ measure specific aspect of employee satisfaction. Because of this Ironson, Brannick, Gibson and Paul (1989, p. 193) developed the Job in general (JIG) scale. This scale is used when an organization wants to measure the overall level of employee satisfaction.

There are two ways to measure employee satisfaction: single global rating and summation score (Robbins et, al., 2009, p. 77). The single global rating method is nothing more than a response to one question, such as “All things considered, how satisfied are you with your job?” Respondents circle a number between 1 and 5 that corresponds to answer from “highly satisfied” to “highly dissatisfied”. The other approach – a summation of job facets – is more sophisticated. It identifies key elements in a job and asks for the employee’s feelings about each. Typical elements here are the nature of the work, supervision, present pay, promotion opportunities, and relations with co-workers. Respondents rate them on standardized scale, and researchers add the ratings to create an overall job satisfaction score.”

Bryman and Bell (2011, p. 219) present the Critical incident method as one of possible way for collecting observations of human behavior. In this method employees are requested to focus their attention on some situation that is relevant to employee satisfaction. They are

asked to relate what they particularly like or dislike about job. Using the critical incidents is time consuming.

An interview is other way to measure job satisfaction where questions are asked by the interviewer to obtain information from the interviewee (Bryman & Bell, 2011, p. 202-204). Using this way of measuring is better to get more details from employees, but it takes a very long time. Also there is possibility of interview bias and misunderstanding.

## **2 COGNITIVE DISSONANCE**

Our attitudes are parts of our personality. When our attitudes are being judged we feel that our personality is also being judged at the same time. In fact, by forming new and changing old attitudes we are developing our personality (Luthanas, 1989, p. 170-175). Because of attitudes' nature they have influenced our mental functions, perception, learning, memory and our emotional reaction and behavior.

Let us suppose that student gets two job offers. After some time he makes decision to accept one of the offers. He will notice that his attitude towards those two companies is changed. Attitude for company in which he is going to work will become more positive ("I am happy because I will work for great company"), but attitude for other company will be negative ("This company is not so great. I made great decision for choosing another one."). This process will repeat when we are choosing car, school and when we make any other big decision.

It seems that our attitudes are determinations for our behavior, but it is not always the case. Attitudes are, in most cases, consistent with behavior (Robbins et, al., 2009, p. 74). For example, a person who believes a college education is good thing will very likely encourage his children to go to college. This is not surprising and shows consistency between what a person knows or believes and what he or she does. What is surprising is fact that some people have difference between attitudes and behavior. For example, a person may know that smoking is bad for him or her and yet continue to smoke.

In United States in the 1930's there was widespread prejudice against Asians and sociologist Richard LaPierre wanted to understand the nature of this negative attitude and whether it predicted discrimination (Akbar, 2011, p. 116). So, in 1934 LaPierre travelled round the United States with a Chinese couple for three months visiting restaurants and hotels to see how many would refuse serve the Chinese couple. Only one out of 250 hotels and restaurants refused to serve the Chinese couple. After the trip LaPierre sent a letter asking the same hotel and restaurant managers whether they would serve a Chinese couple in their establishment. Of the 128 replies 90 per cent said they would refuse to serve Chinese people. So, LaPierre find

out that those attitudes did not predict behavior at all. This differences between attitudes and behavior is called cognitive dissonance.

### 2.1 Definition of cognitive dissonance

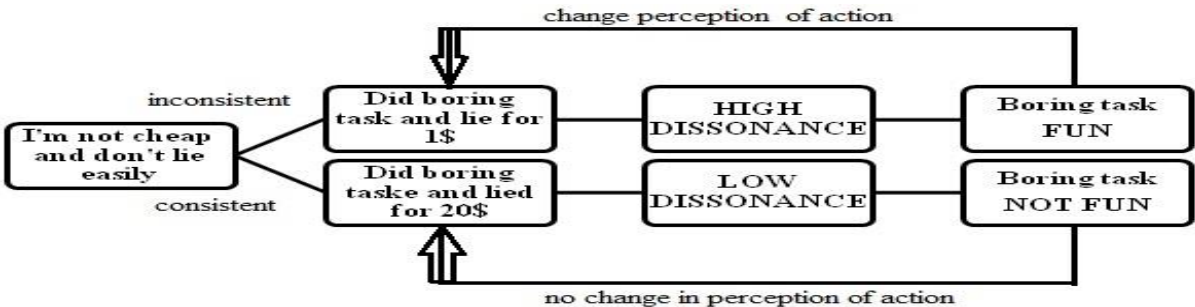
Cognitive dissonance is an uncomfortable feeling when we hold two opposing views simultaneously (Fiske & Taylor, 1991, p.13). It happens when we are faced with evidence that conflicts with our beliefs or to with what they know to be true. Cognitive dissonance seeks to explain the relationship between attitudes and behavior.

According to Festinger (1957, p.12-15) the distressing mental state caused by inconsistency between a two beliefs or a belief and an action is called cognitive dissonance. He said that dissonance exists between two elements, beliefs and action. Festinger was the first who define and investigate cognitive dissonance. Other authors who mention cognitive dissonance used definition which was given by Festinger. Festinger has done a lot of experiments to investigate this phenomenon.

Cognitive dissonance has been investigated in a number of experiments. The best known experiment was conducted by Festinger and Carlsmith in 1959 (Aronson, 1973, p. 46-52). In that experiment participants had to complete two boring tasks. Some participants were offered different amounts of money for lie about the task being enjoyable. Some were offered \$1 while others were offered \$20. So, the participants were asked to behave in a way that was counter to their attitudes. Some other participants were not instructed to lie and were offered no money. They simply completed the boring task. After having completed the task, or after having completed the task and having told the next participant that the task is enjoyable, all participants were asked to give their true attitude regarding how fun and interesting they really found the task to be.

Participants who received \$1 to lie to the next participant subsequently rates the task as being significantly more enjoyable than participants who were not instructed to lie, while participants who received \$20 did not rate the task as any more enjoyable than participants who were not instructed to lie (Figure 11).

Figure 11. Effects of cognitive dissonance on attitudes



Source: Adapted from, Aronson, *The Rationalizing Animal*, 1973, p. 50.

The people in this experiment who would be most likely to develop a favorable attitude towards the task would be those rewarded for saying it was enjoyable, especially those who received \$20. But it was not that group. The group of participants who received only \$1 reported most favorable attitudes. This can be explained by cognitive dissonance.

New experiences and situations in which person contributed while having negative attitude about it are leading to cognitive dissonance. Cognitive dissonance does not exist if there is obligation. Cognitive dissonance develops gradually without pressure.

As we can conclude, cognitive dissonance refers to a situation involving conflicting attitudes, beliefs or behaviors. This produces a feeling of discomfort leading to an alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance etc. (Fiske & Taylor, 1991, p.15). For example, when people smoke (behavior) and they know that smoking causes cancer (cognition).

## **2.2 The effects of cognitive dissonance on employee satisfaction**

Cognitive dissonance should not be treated as something bad or something that should be avoided. It can have negative and positive effects. In the workplace cognitive dissonance has an impact on the atmosphere and productivity within the organization.

When cognitive dissonance becomes destructive to the employee or others in conflicts we can speak about negative effects of cognitive dissonance. People who hate their jobs will still go to work because of normative and financial incentives. That employee's negative attitude can become evident with other actions, such as poor performance, low productivity, regularly staying away from work and poor business ethics. Also workers will be dissatisfied with their positions when they feel there is no support or rewards for exhibiting ethical behaviors. Negative effects of cognitive dissonance in the workplace are deconstructive conflict, dissatisfied employees and less productivity (Fisker & Taylor, 1991, p. 365-374).

Cognitive dissonance can be seen as a motivating factor that influence on employee to change his or her attitude or behavior. If employee is dissatisfied with salary, the realization of not be able to buy luxury things will motivate him or her to work more to get promotion to fill his or her needs. This situation has an impact on better performance, more productivity and less absenteeism. If public have bad attitude about some company, company's employee can share great news about that company and change bad reputation. Also, employee on that way shows their loyalty and engagement. Replacing negative thoughts with positive thoughts helps remove cognitive dissonance, as well as focusing on the good aspects of the job.

Positive effects of cognitive dissonance are constructive conflict, good performance, loyalty, engagement and high level of productivity (Fisker & Taylor, 1991, p. 365-374).

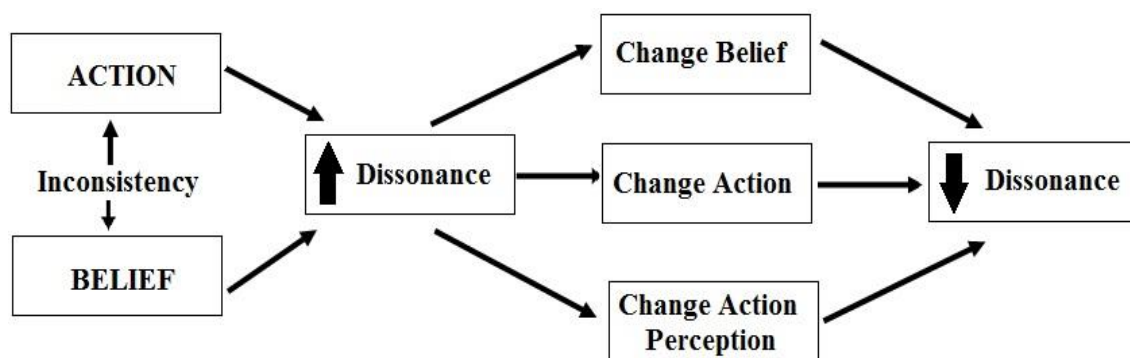
### 2.3 How to reduce cognitive dissonance

Ben, who is a college student, has always thought of himself as an environmental activist. He used public transportation to get around. His parents' old car is an antiquated gas guzzler, but he has begun to drive it every day (Coon & Mitterer, 2011, p. 572).

In example, Ben has different attitude and behavior. Festinger (1957, p. 9) mentions that people do not like to have attitudes and behaviors in conflict. How might Ben reduce the cognitive dissonance created by the clash between his environmentalism and his use of automobile?

Dissonance can be reduced by making consonance between attitude and behavior. Festinger (1957, p. 18) suggests that if dissonance exists between two elements, this dissonance can be eliminated by changing one of those elements. In that case the important thing is how to make this change. He mentions that there are three possible ways to reduce cognitive dissonance: changing a belief, changing action and change in action perception (Figure 12).

Figure 12. Cognitive Dissonance Theory



Source: L. Festinger, *A theory of cognitive dissonance*, 1957, p.18.

1. Changing action - When the dissonance is between belief and action, the dissonance can be reduced by changing the action that it becomes consonant with the belief. Festinger (1975, p. 19) said „The simplest and easiest way in which this may be accomplished is to change the action or feeling.” This method of reducing dissonance is a very frequent occurrence because of “sunk costs”. When we find out new information our behavior or feelings can be easily modified. If we remember Ben, he can change his behavior to reduce dissonance by using the car when it’s impossible to take the bus.
2. Changing a belief - Just as it is possible to change an action by changing the behavior it is possible to change belief. This is much more difficult than changing behavior (Festinger, 1975, p. 19). Ben, from our example, can use this option to reduce dissonance. He can think that cars are not really a major environmental problem, or think that is more important for him to support the environmental movement politically than it is to worry

about how he gets to school and work. In short, he would have changed a cognitive element by actually changing the belief, thus eliminating a dissonance.

3. Change action perception - It is possible to redact dissonance with some element by redacting the proportion of dissonant as compared with consonant relations involving that element. It is also possible to add a new cognitive element which “reconciles two elements that are dissonant” (Festinger, 1975, p. 21). Ben can say: “This is an old car, so keeping it on the road makes good use of the resources costumed when it was manufactured.” He also can think on way that his schedule has become too hectic and he really can’t afford to take the bus anymore.

We can conclude that it is important to understand cognitive dissonance for studying employee satisfaction. Employees could be dissatisfied with their job but still not look for other job, and trying to convince themselves about some elements of job as a positive. In that way they can eliminate cognitive dissonance and be partly satisfied with job (change belief). But if they don’t start looking at some aspect of job as a positive they can quit and find new job (change action).

Elimination of cognitive dissonance is a slow process. It can happen that some of employees during filling out the employee satisfaction questionnaire are in that process. So, it is possible that they answer differently than they think or do, just to feel better.

### **3 RESEARCH ON EMPLOYEE SATISFACTION IN EDUCATION IN SARAJEVO CANTON**

The relevance of employee satisfaction is very important to the long-term growth of any educational system around the world. Numerous authors have researched employee satisfaction in education. Some of researchers (Hill & French, 1967; Coltrin & Glueck, 1977; Anderson, 1984; Rosser, 2005; Marston & Brunetti, 2009) came to similar conclusions. They noticed that some factors were significantly correlated with high levels of employee satisfaction. Those factors included good co-workers and supervisors, job dimensions (skill variety, task identity, task significance, autonomy and feedback from the job), job overall and work-life balance. Also, they mention pay, job security and promotion opportunities as a factors with which employees tend to be less satisfied.

In 2010 Marston made comparison between employees in elementary, high school and college professors. Marston (2010, p. 437-454) said that high school teachers and college professors scored significantly lower on Practical Satisfaction factors (tenure, salaries, and benefits) than elementary teachers. He also mentions that all employees valued their relationships with colleagues by ranking collegial relationships as a relatively high motivator and factors of employee satisfaction.



Lavingia (1974, p. 438) compared satisfaction between younger and older teachers. He found that young teachers in primary and secondary school were more satisfied than older teachers. Six years later, Gupta (1980, p. 32) found out that age of teachers in primary and secondary school was not associated with employee satisfaction. After this research, in literature has been written about years of service, not age of employees. It can happen that some employee start his or her career in middle age and be more satisfied than younger employees because he or she is doing something completely different than before, and he or she is more enthusiastic and satisfied with job. We already wrote about this connection between years of service and satisfaction which is in literature called a “U” relationship.

Lavingia (1974, p. 438) found that unmarried teachers were more satisfied than married. His research shows that female teachers were more satisfied than male teachers. Srivastava (1986, p. 996) also reported that women teachers tends to be more satisfied with their job than men teachers.

If we try to find similar data or research about this topic in Bosnia and Herzegovina, we will be faced with problem. There is no serious exploration about employee satisfaction in education. If we know that employee satisfaction impact on employee and organization, than we realize that this is really important topic.

So, during work on this thesis we found research from Europe’s countries, but in Bosnia and Herzegovina term “employee satisfaction” is not explored enough. This fact shows that in Sarajevo Canton nobody tried to find out how satisfied are employees in education, do teachers in elementary school stand to be less satisfied with their pay and job security than high school teachers and college professors, how much is relationship with colleagues important as a factor of job satisfaction and which factors are the most important for job satisfaction. Those are just some of the questions that appear to be the burning topics in education in Sarajevo Canton.

### **3.1 Description of education system and institutions in Sarajevo Canton**

According to the Dayton Peace Agreement, Bosnia and Herzegovina (BH) is constituted of two entities: The Federation of BH (FBH) and the Republika Srpska (RS), with the District of Brčko being a separate administrative unit. FBH is divided into ten cantons, and the RS into seven regions. Cantons are responsible for developing and implementing educational policies, declarations for education, ensuring education. The educational system in BH is decentralized.

In Bosnia and Herzegovina primary education lasts for nine years. Secondary education is provided by general and technical secondary schools where studies last for three or four years. Pupils graduating from general secondary schools can enroll in any faculty or academy by passing a qualification examination prescribed by the institution. Bosnia's current higher

educational system consists of eight public universities (Sarajevo, Istočno Sarajevo, Tuzla, Zenica, Banja Luka, Bihać, Istočni Mostar, and Zapadni Mostar). During the last ten years many private universities have been established. Students graduating at faculty obtain a Diploma.

Sarajevo Canton belongs to Federation of Bosnia and Herzegovina. Educational System of the Federation of Bosnia and Herzegovina includes preschools, elementary schools, high schools and higher education. There were 39.515 employees in 2012 in education sector in Federation of Bosnia and Herzegovina. Year after year number of employees in this sector increased. For example, in 2011 there were 38.653, and before that in 2010 37.324 employees (Federal office of statistic, 2013).

Sarajevo Canton has 16 preschools, 73 elementary schools, 38 high schools and 24 faculties (Ministry of Education and Science of the Sarajevo Canton, 2013). According to Federal office of statistics there were 9.879 employees in education in Sarajevo Canton in 2012. Net wage in the same year for employees in education was KM 966, and gross wage was KM 1.491.

Employees in education hold the most crucial position in the education system. They are academic and professional person in the educational pyramid. Ensuring great teacher or professor in every classroom, every year, has to be the primary responsibility of every school system in our country.

### **3.2 Research purpose**

Purpose of this thesis is to find out how much employees are satisfied with their job in education in Sarajevo Canton, and to find out with which elements of their job they are most and least satisfied. Also, data are used to investigate differences in levels of satisfaction between elementary, high school and faculty teacher. Based on these results, some recommendations are proposed regarding on what management can do to increase employee satisfaction in education.

### **3.3 Methodology**

The problem under investigation in the present study relates to employee satisfaction in education in Sarajevo Canton. The study aims to answer three questions relative to the above problem:

*Research question 1:* What is the level of job satisfaction in education in Sarajevo Canton?

*Research question 2:* With which elements of job are employees most and least satisfied?

*Research question 3:* Are there differences in levels of satisfaction between elementary, high school and faculty teachers?

The research is carried out using a self-developed questionnaire. We decided for self-developed questionnaires because we wanted to make easier to analyse two groups of factors, organizational and personal. Also, we have taken into account employees and have made questionnaire which is easy to understand and it takes only five minutes to complete. The purpose of the questionnaire is to collect primary data from employees in education in Sarajevo Canton. The questions are designed on theory. There were 31 questions in total clustered in two groups:

1. questions numbered 1 to 22 were relate to organizational factors of employee satisfaction (overall satisfaction, the opportunity to be creative in designing curriculum and lessons, systems of rewarding, working conditions, relationship with co-workers, organizational structure);
2. questions related to personal factors of employee satisfaction (work-life balance, years of work, life satisfaction) are numbered 23 to 31.

The questionnaire is pilot tested to refine the question so that respondents did not have problems in answering them. It is pilot-tested among my friends that are working in education to check for ambiguities and for time required in completing the questionnaire. Necessary modifications are carried out in questions based on their feedback. The format of questionnaire is in Appendix A. Since the subject of the study was asked to respond to the questionnaire into their native language, the questionnaire was translated into Bosnian language.

The respondents are three groups of teachers: elementary, high school and faculty teachers. Respondents are asked to provide answers on a Likert's rating scale from 1 to 5 that correspond to answer from "highly dissatisfied" to "highly satisfied". Teachers are asked to rate the importance of a variety of factors from two clusters, personal satisfaction factors and organization satisfaction factors, that have an influence in their job. The sample is consisting of several schools:

1. elementary school »6th March«;
2. elementary school »Nafija Sarajlić«;
3. High school Hadžići;
4. First Bosniak high school;
5. Faculty of economics and business Sarajevo and
6. Faculty of law of the University Sarajevo.

The questionnaire was administrated to 180 employees in those schools and faculties during April 2013. I met the pedagogue of elementary schools and high schools who helped me to deliver questionnaire to employees. Total number of respondents from elementary and high schools is 94. Through e-mail I delivered questionnaires to faculties. The total numbers of responses from the e-mail addresses were 43 (Table 2).

Table 2. Response rates of hand delivery and e-mail

Q. hand delivered	Resp. hand delivery	% Resp.	Q. sent by e-mail	Resp. of e-mail	% Resp.	Total population	Total resp.	% Resp. in total
A	B	C	D	E	F	G=A+D	H=B+E	I
120	94	78.33	60	43	71.67	180	137	76.11

Note: Q-Questionnaire, resp.-response

The data revealed that elementary school teachers constituted 38.69%, high school teachers constituted 29.93% while faculty employees constituted 31.39% of the total sample (Table 3). Elementary schools had a total of 53 participants consisting of 81.13% (n=43) female and 18.87% male (n=10). High schools had a total of 41 participants consisting of 75.61% (n=31) female and 24.39% (n=10) male. Faculty had a total of 72.10% (n=31) female and 23.36% (n=12) male.

The population distribution of the study by gender appears in Table 3. A closer look verifies that the majority of employees working in education in Sarajevo Canton are female, 76.64%. These results can be confirmed with statistical data. Total number of employees in education in the end of 2012 was 30.200, and 18.321 was female workers (which is 60.67 % female of total employees in education).

Explanation of high percent female workers in education would be in traditional careers typically pursued by women. During years, gender differences between man and women determine some different types of careers between men and women. In Bosnia and Herzegovina people still considered teaching as a “women’s work”.

Table 3. Structure of the sample by gender

School/faculties	GENDER				TOTAL	
	Male		Female		N	%
	N	%	N	%		
Elementary schools	10	18.87	43	81.13	53	38.69
High schools	10	24.39	31	75.61	41	29.93
Faculties	12	27.90	31	72.10	43	31.39
<b>Total</b>	<b>32</b>	<b>23.36</b>	<b>105</b>	<b>76.64</b>	<b>137</b>	<b>100.00</b>

Note: N-number

Additionally, 36.50% of the total participants were aged between 30 and 39, 29.20% of the participants were between 40 and 49 years old, 20.44% were between 50 and 59 years old and 7.30% aged less than 30. Only 6.57% of employees were above 60 years old. The statistical

data indicate that the majority of the participants in the current study were 30-39 years old (Table 4).

Table 4. Structure of the sample by age

School/faculties	AGE									
	Under 30		30-39		40-49		50-59		60 and over	
	N	%	N	%	N	%	N	%	N	%
Elementary schools	3	5.66	13	24.53	21	39.62	11	20.75	5	9.43
High schools	1	2.44	14	34.15	13	31.71	10	24.39	3	7.32
Faculties	6	13.95	23	53.49	6	13.95	7	16.28	1	2.33
<b>Total</b>	<b>10</b>	<b>7.30</b>	<b>50</b>	<b>36.50</b>	<b>40</b>	<b>29.20</b>	<b>28</b>	<b>20.44</b>	<b>9</b>	<b>6.57</b>

Note: N-number

To explore the thesis topic we used comparative method to show the difference between employee satisfaction in elementary schools, high schools and faculties, inductive and deductive method to make conclusion based on facts from questionnaire. Also we use statistical method for presentation of data.

### 3.4 Analysis of employee satisfaction

Year 2013 had been full of strikes. On February 2013 employees in education had announced strike because they did not get their salaries for January. They said if they do not get pay they will organize warning strike on 5<sup>th</sup> March 2013. And it happened.

Situation has culminated on Tuesday, 21<sup>st</sup> May 2013 when about 2.000 employees in elementary and high school education system have demonstrated across Sarajevo's streets. They were gathered to express their dissatisfaction with Sarajevo Canton government and to demand the following:

1. respect of the law and collective agreements;
2. respect the principle of equality and a standard wage policy;
3. elimination of discrimination towards employees in education and payment of salaries worthy of their profession and the regular payment of wages.

Figure 13. Strike of education employees



Source: Strike of education employees in Sarajevo Canton, 2013, TVSA - portal

The result of the strike was the resignation of the cantonal minister for education although that was not one of the demands by the employees. Resignation was more of a moral act than anything else. The main thing is that the employees from education were getting the same treatment as their colleagues in public sector, for example employees in government. But in the end we can see that no major goal was fulfilled because nowadays there are still a lot of problems left especially when it comes to salary. Employees are not paid in time that was agreed in their collective agreement. This remains their number one concern together with their salaries not being adjusted by the inflation.

The year 2013 finished like it started, with warning strike in Schools in Canton Sarajevo. On 30<sup>th</sup> December the half-hour protest was held under motto “We are the foundation of society; we want respect, and not humiliation.”

### **3.3.1 Organizational factors of employee satisfaction**

In this section we are talking about organizational factors: overall job, reward, relationship with co-worker, work condition and organization structure. Each of those factors is analyzed separately, except organization structure. As it was said there is no rule about satisfaction and structure because in some organizations high level of satisfaction is connected with decentralized structure, but in other with centralized structure.

In elementary schools and high schools employees said that organization structure is decentralized because decisions are made by head of institution and all teachers, and faculties employees said structure is centralized, decisions on faculties are made mostly by the head of institution (principal, dean, management). Most of the respondents said that job responsibilities and authority are clearly defined. The analysis of organization structure is in Appendix (from Appendix B to Appendix G).

#### **3.3.1.1 Elementary school teachers**

Elementary school teachers must have at least a bachelor’s degree. They usually have one class and they teach their pupils several different subjects, such as writing, reading, mathematics, science, subjects like media or computer literacy, music, visual arts, physical education and others. Also, they must work with pupils of vastly different age groups, from the early ages of six or seven, to the cusp of adolescence at 12 or 14. Elementary school teachers are expected to create fun and enthusiastic atmospheres within their classrooms and adapting to meet the needs of their students.

The next figures illustrate the analysis of the organizational factors of the completed questionnaire by 53 teachers from elementary schools. The data we used for figures are in Appendix H.

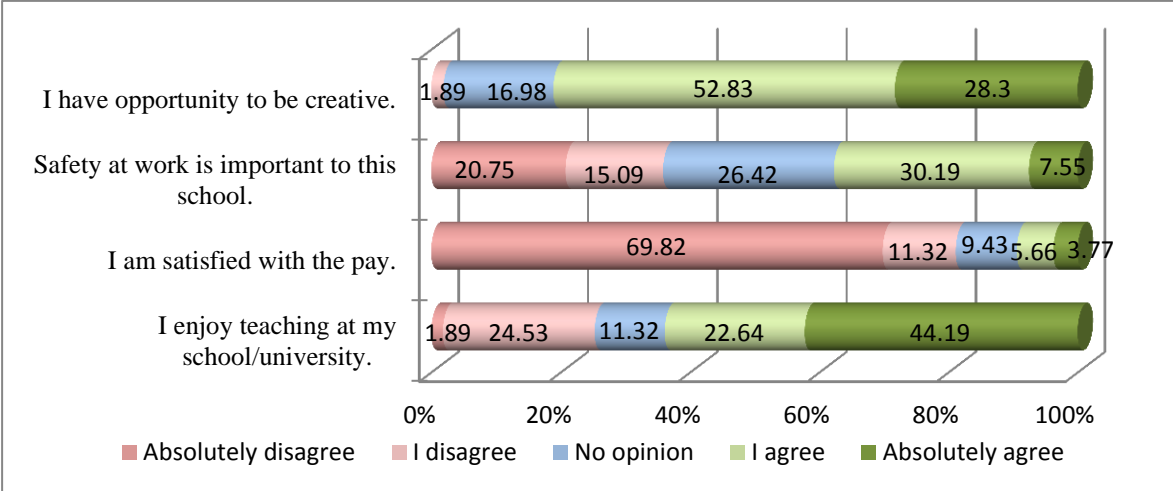
Overall job factor is measured by four questions about opportunity to be creative, safety at work, pay and joy of teaching. In Figure 14 is structure of overall job satisfaction for elementary school teachers. If we look only at opportunity to be creative we can see that more than 80% of employees are satisfied with this factor and about 17% of them do not have opinion. Only 2% are dissatisfied with opportunity to be creative, which make us to conclude that they are satisfied with this factor.

Second question is about safety at work. With this factor about 35% of employees are not satisfied, 26% said they do not have opinion, and about 37% of them said that they are satisfied. We can say that this factor is neutral, because the percent of satisfaction and dissatisfaction is similar.

Satisfaction with pay is low, only 9% of employees are satisfied. As we can see, more than 89% of elementary employees are dissatisfied with pay. With this factor employees in elementary schools are dissatisfied.

Employee in elementary school enjoy teaching at school (39.62% of respondents said they absolutely enjoy teaching at school and 22.64% said they agree, which is more than 50% of respondents). In general, employees in elementary school are **satisfied** with overall job, except with their pay.

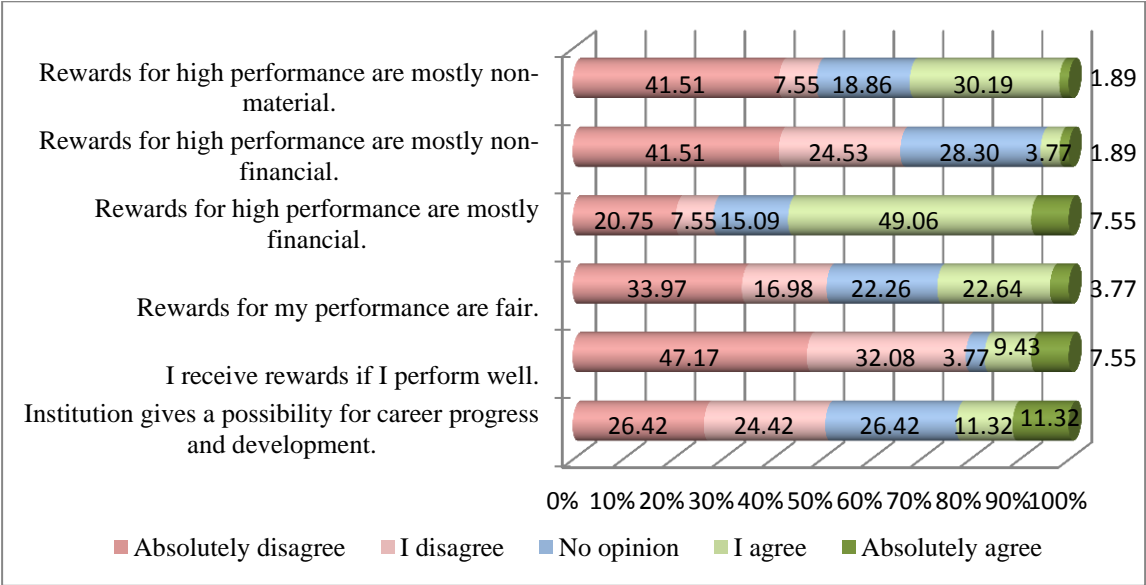
Figure 14. Overall job satisfaction for elementary school teachers



Analysis of rewards includes questions about career progress and development, fairly system of rewards and what kind of reward is (financial, material or non-material). More than 80% of employees said they do not get reward if they perform well. About 50% of employees in elementary schools think that rewards for their work are not fair, which is half of responders. 1/4 of employees do not have opinion about rewards, and 1/4 think that rewards for their work are fair. Rewards that they get for their work are mostly financial (e.g. premia, bonus).

Also, about half of responders said they do not have opportunity for career progress and development. Generally, they are **dissatisfied** with reward system because they do not get rewards for high performance and system of rewards for them is unfair (Figure 15).

Figure 15. Satisfaction with rewards for elementary school teachers



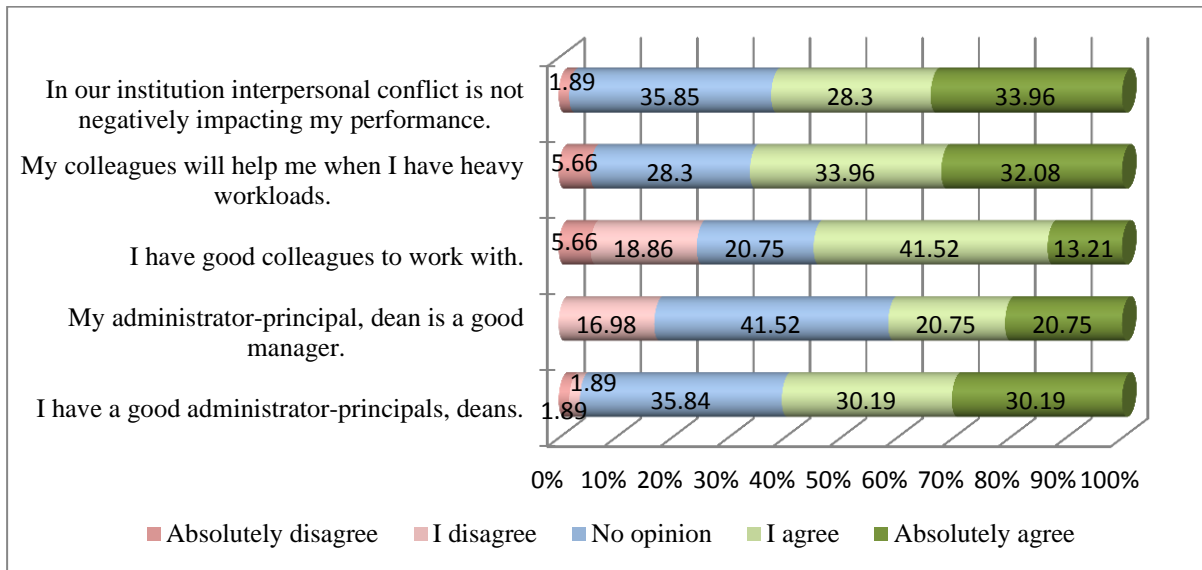
Factor relationship with co-workers includes supervisors and co-workers. Supervisor in this study is principal or dean. They can be good administrators (e.g. open, supportive) or a good manager (e.g. know when to delegate). Co-workers or colleagues at work have to be interesting, supportive, committed to teaching and ready to help others.

Figure 16 is represents relationship with co-workers. Elementary school teachers are satisfied with co-workers. More than 50% of responders said that they have good co-workers to work with. Employees see their co-workers as good, interesting and ready to help. About 60% responders said that co-workers are ready to help them if they have heavy workloads. Employees said that principals or deans are good administrators (about 60% of responders). They also said that principals or deans are good managers but not with such confidence.

Conflict is normal in every organization. More than half of employees said that conflict in their organization is constructive. So, based on this answer we can conclude that in elementary school conflict is constructive without negative impact on performance. Employees in elementary schools are **very satisfied** with co-workers.

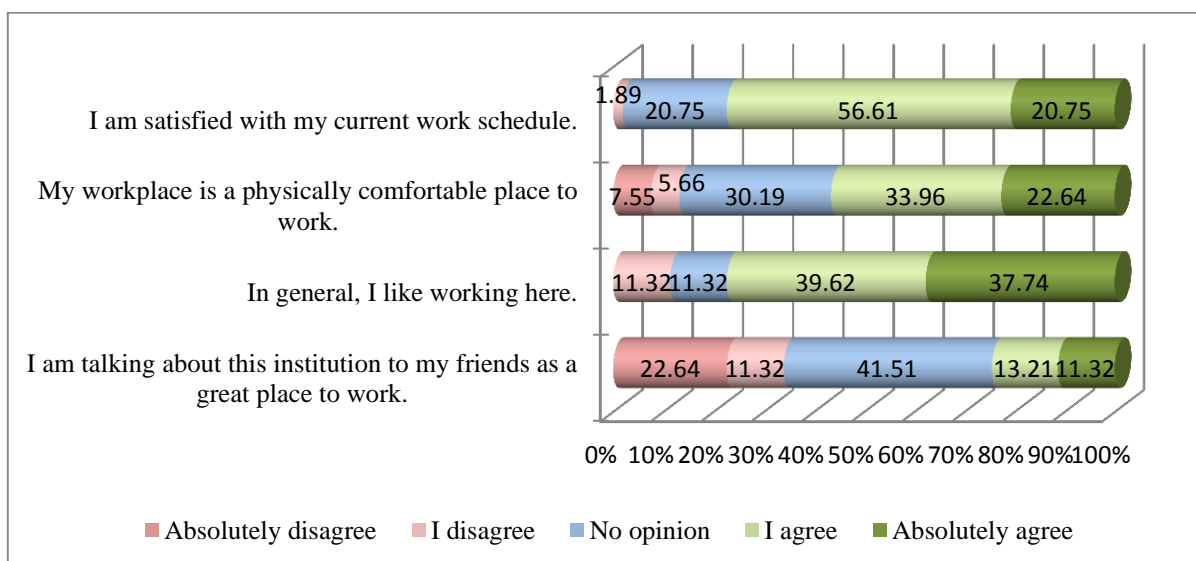


Figure 16. Satisfaction with co-workers for elementary schools teachers



Because employees spend so much time in their work environment each week, it is important for schools to try to optimize working conditions. Figure 17 helped us to see level of satisfaction with work conditions. We can see that more than 70% of employees are satisfied with their schedule and they like working in elementary school. About 55% of those employees think about their workplace as physically comfortable place to work. Only on question how they represent working in elementary school to their friends most of employee did not have opinion (41.51%). If we make comparison between positive and negative answers it is obvious that there are more negative answers. We can say they do not talk about school as a great place to work. Conclusion is that employees are **satisfied** with work conditions.

Figure 17. Satisfaction with work conditions for elementary schools teachers



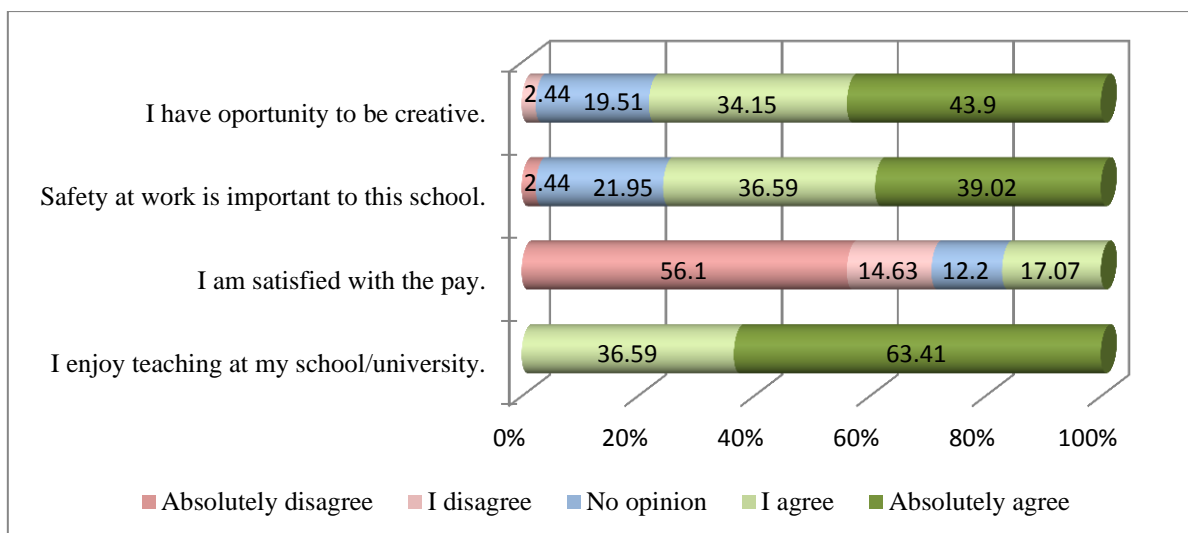
### 3.3.1.2 High school teachers

High school teachers teach one or more subjects. They work with pupils aged 14 to 18 and they support, observe and record the progress of their class. A high school teacher must keep up to date with developments in their subject area, new resources, methods and national objectives. The next figures illustrate the analysis of the organizational factors of the completed questionnaire by 41 teachers from high schools. The data we used for figures are in Appendix I.

Employees in high schools give three positive answers on questions about overall job and one negative. They are dissatisfied with pay, but we can see that level of dissatisfaction is lower than it was with elementary school teachers. There are 56.10% of employees said they absolutely dissatisfied with pay and 14.63% are dissatisfied (that is 70.73 of respondents). In elementary schools this level was 81.14% of dissatisfaction.

More than 70% of responders are satisfied with opportunity to be creative and with safety on work. Interesting is that all employees in high schools gave a positive answer on question about enjoyment in teaching at schools, which was not situation in elementary schools (Figure 18). Generally, they are **satisfied** with this factor.

Figure 18. Overall job satisfaction for high school teacher



Reward as a factor of satisfaction of high school employees is represented in figure 19. We can see that employees in high schools have opportunity to career progress and development. More than 80% said that they are satisfied with opportunity to career progress and development, which is not situation in elementary schools.

But they, like employees in elementary schools, do not get rewards for high performance and system of rewards for them is unfair (about 40% of responders share this opinion). Employees

said that rewards for high performance are mostly non-material (e.g. praise, recognition). Generally, they are **dissatisfied** with reward system.

Figure 19. Satisfaction with rewards for high school teachers

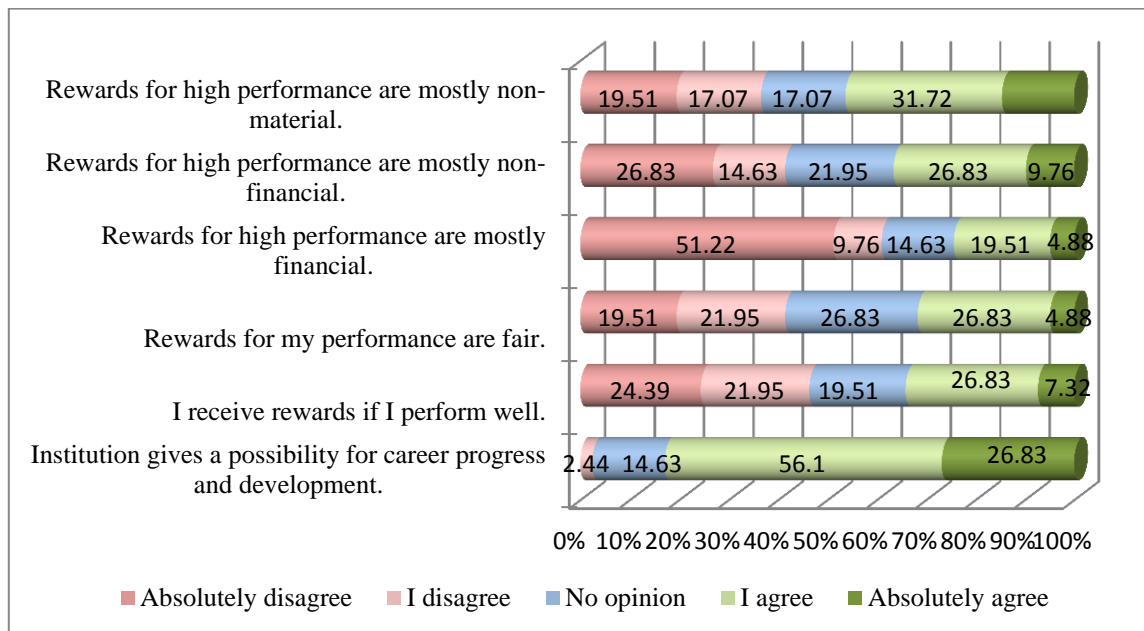
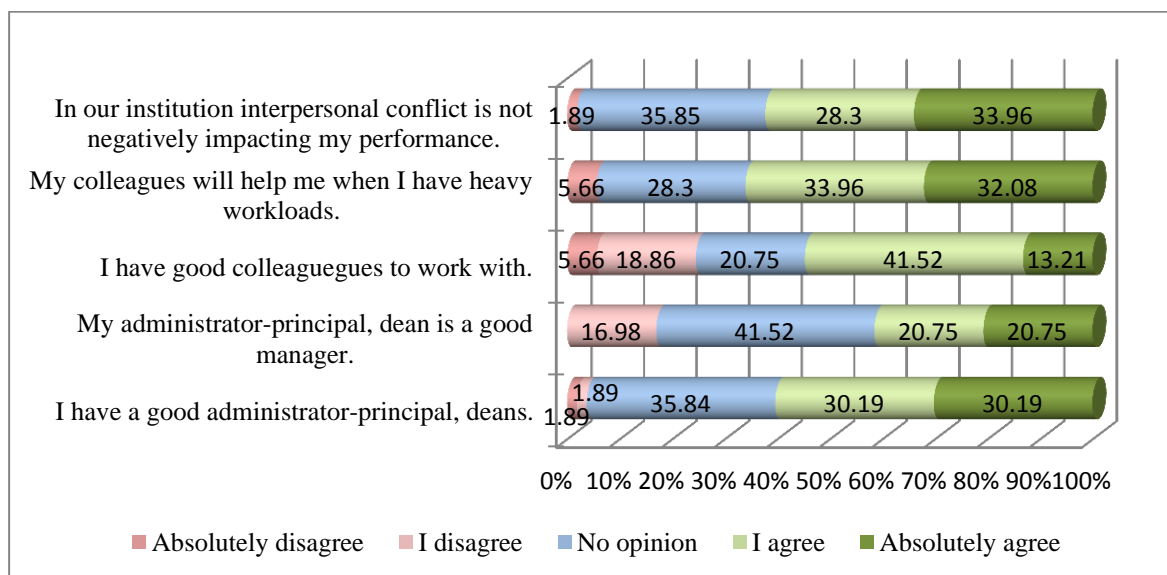


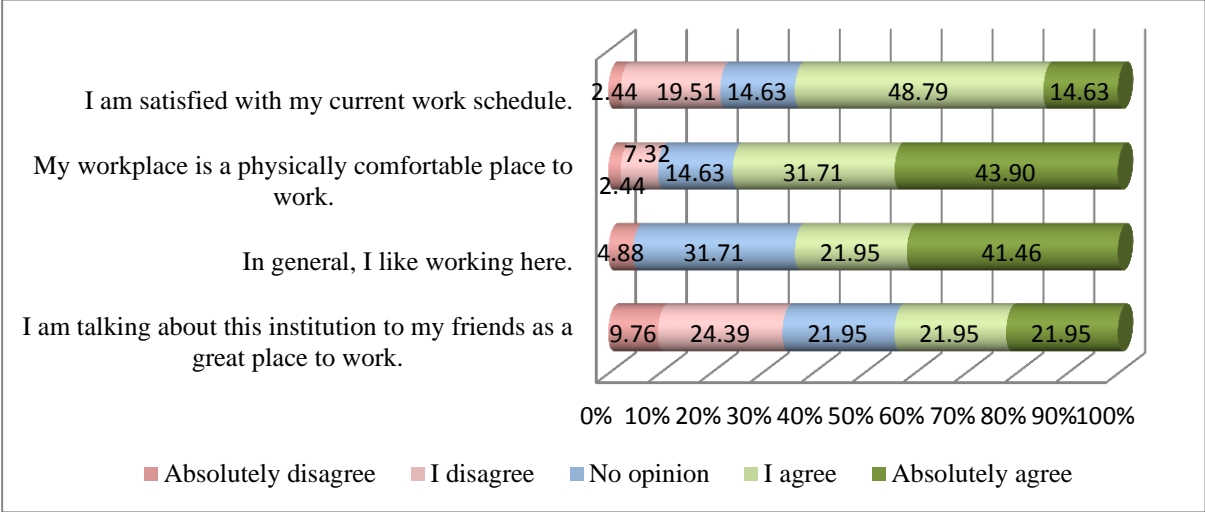
Figure 20 shows relationship with co-workers. Employees in high schools are satisfied with their co-workers and their principals or deans. About 54% of responders think about their co-workers as interesting and good. More than 60% of employees said that co-workers are ready to help them if they have heavy workloads. Employees said that principals or deans are good administrators (41.50%) and good manager (60.38%). About 60% of employees confirmed that conflict does not have negative impact on performance. So, employees in high schools are **very satisfied** with co-workers.

Figure 20. Satisfaction with co-workers for high school teachers



Answers on questions about work conditions are mostly positive (Figure 21). About 62% of employees are satisfied with schedule and they like to work in elementary schools. More than 70% think about their workplace as a physically comfortable place to work. 43.90% employees are talking about high school as a great place to work and 34.15% employees do not share this opinion. Employees in high schools are **satisfied** with work conditions.

Figure 21. Satisfaction with work conditions for high school teachers

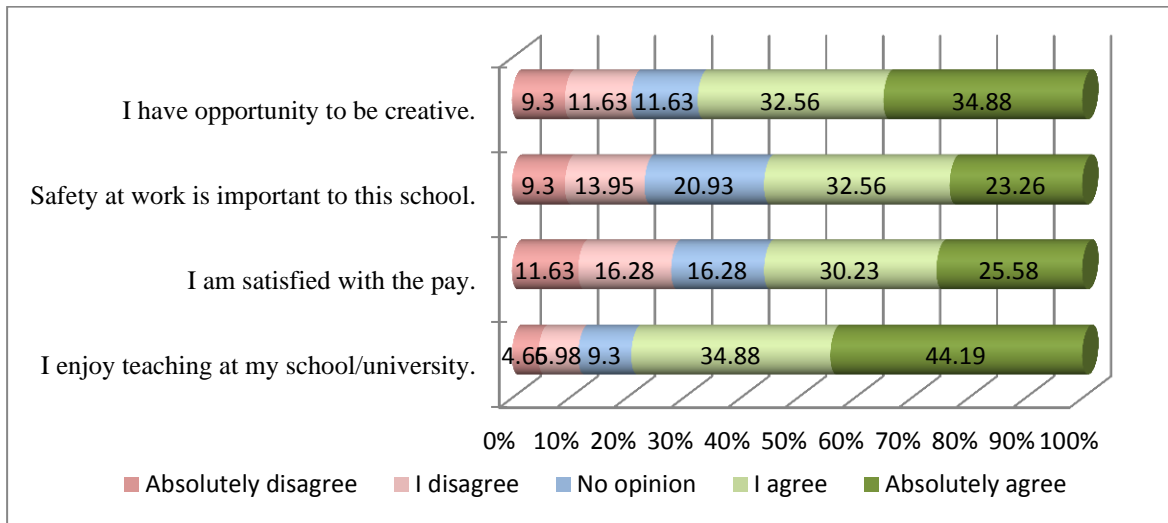


3.3.1.3 Faculty professors and assistants

Faculty employees who answered on questionnaire are professors and assistants. In our country, there are two types of faculty positions: professors and assistants. Assistants and professors work with students at first cycle, but at second cycle or Master’s programs only professors work with students. First cycle is three-year intensive program that integrate educational theory and practice. Second cycle is two-year program that foster individual contact with professors and students. The next figures illustrate the analysis of the organizational factors of the completed questionnaire by 43 faculty professors or assistants. The data we used for figures are in Appendix J.

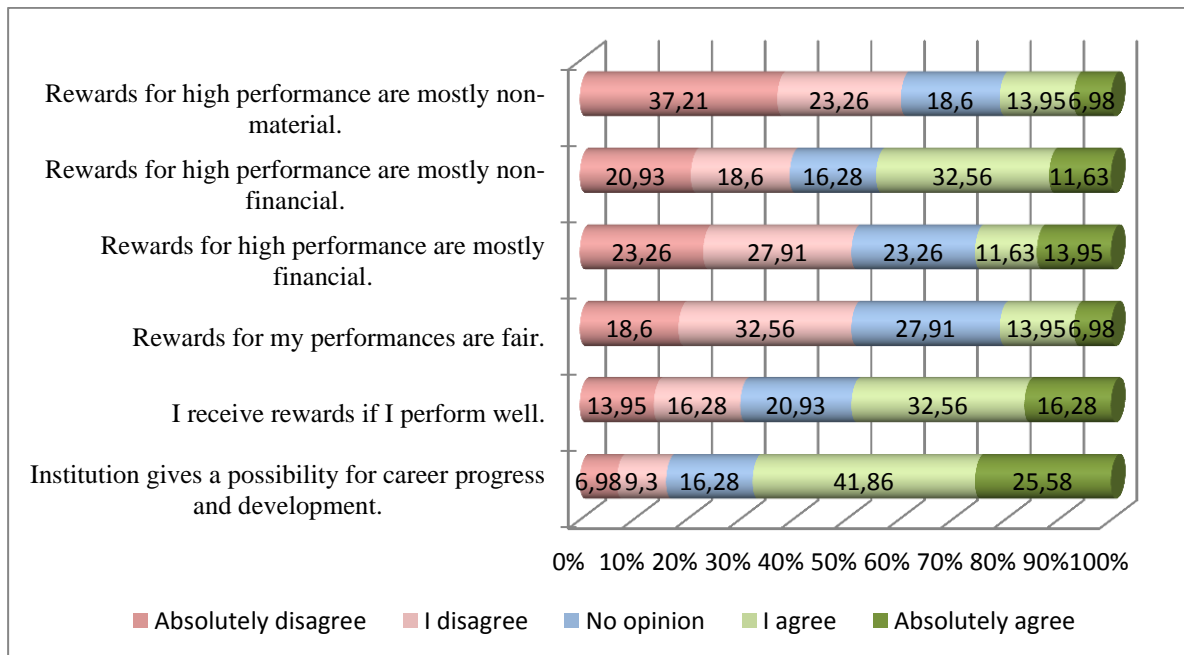
In Figure 22 we can see that faculty professors are satisfied with all aspects of overall job factor. Opportunity to be creative has more than 65% of faculty employees. Satisfaction with safety at work and pay is nearly 56%, which is more than half of respondents. It is interesting that faculty employees gave a positive answer on question about pay, which was not situation in elementary and high schools. There are 25.58% of employees who said that they are absolutely satisfied with pay and 30.23% are satisfied (that is 55.81% of respondents). More than 78% of faculty employees enjoy in teaching. In general, faculty employees are **very satisfied** with overall job.

Figure 22. Overall job satisfaction for faculty employees



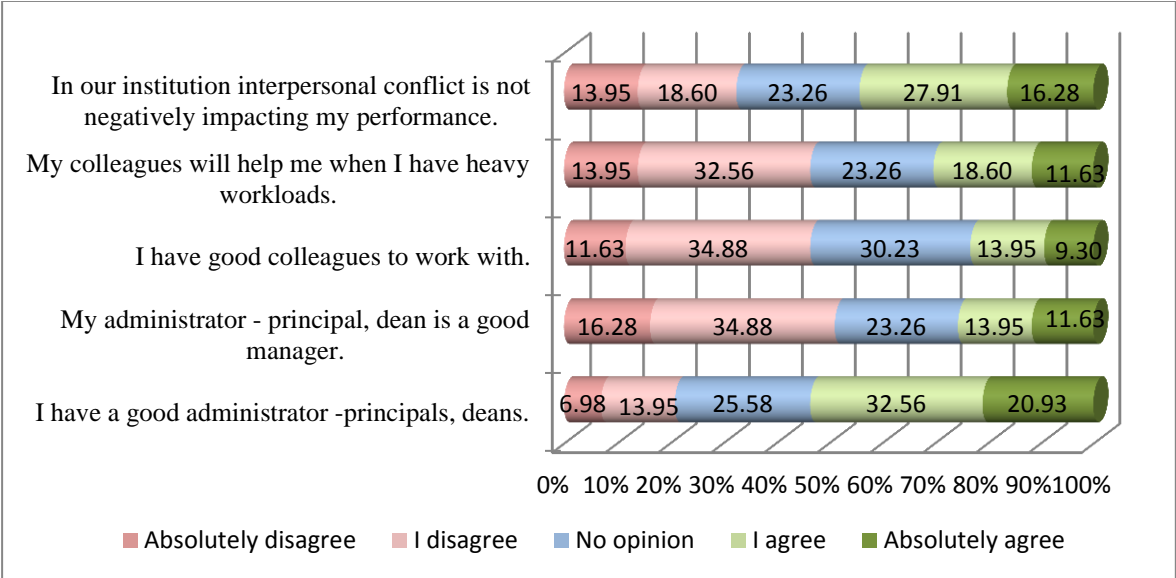
According to Figure 23 faculty employees do not think that reward system is fair. Nearly 20% of employees think that reward system is fair, which is 1/5 of all respondents. But they said they do get rewards for high performance (about 48% of faculty employees). By the Figure 23 we can conclude that faculty employee do have an opportunity to make a progress and development in a career. About 65% of employees said that they have opportunity to make progress and development in a career. As we could see, in elementary schools rewards are financial, and in high school rewards are non-material. At faculty rewards are mostly non-financial. The 44.19% of faculty employees said that they get non-financial rewards for high performance. Generally, they are **satisfied** with reward system.

Figure 23. Satisfaction with rewards for faculty employees



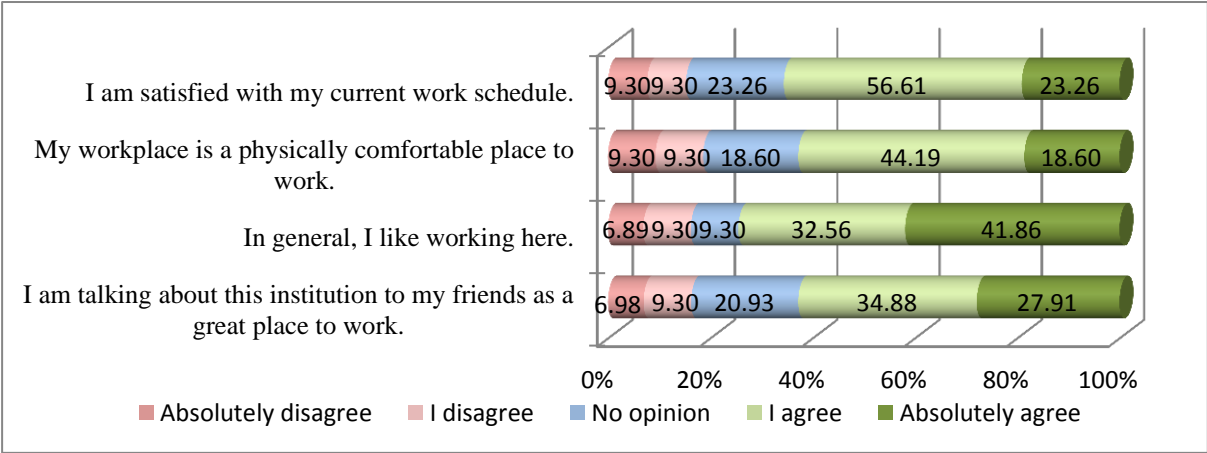
Relationship with co-workers is factor of dissatisfaction for faculty employees. They do have positive opinion about their dean as an administrator. More than half of respondents said that their dean is good administrator. But, when they look at their dean as a manager they have negative opinion. Only about 25% of employees think that dean is good manager. Opinion about co-worker is rather negative. Employees do not think their co-workers are good, interesting and ready to help. About 45% of respondents do not think about their co-workers as good ones or ready to help. For faculty employees conflicts do not have negative impact on their performance, which confirm 43% of employees. Faculty employees are **dissatisfied** with co-workers (Figure 24).

Figure 24. Satisfaction with co-workers for faculty employees



In Figure 25 it is obvious that employees are **very satisfied** with work conditions. More than half faculty employees talk about their workplace as a perfect place to work and they look at their workplace as physically comfortable. About 70% of them are satisfied with their work schedule and like working at faculty.

Figure 25. Satisfaction with work conditions for faculty employees



**3.3.2 Personal factors of employee satisfaction**

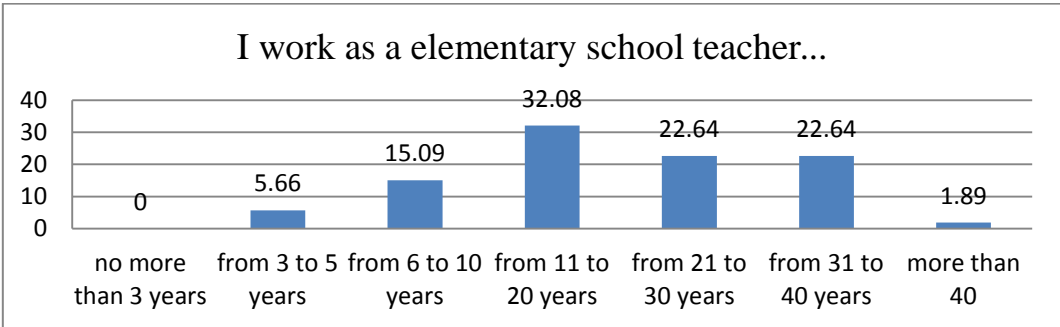
In this section we are talking about personal factors: teaching as a profession, reputation and status and work-life balance. Employees in education identified personal factors as powerful motivators for keeping them in the classroom. The results of satisfaction with these factors are similar and quite high for all three groups of employees. All employees continually emphasized their work with young people as a powerful source of satisfaction with their work. Satisfaction in working with young people was rated very high by all three levels of teachers (94.29% of elementary school teachers, 90.25% of high school teachers and 67.44 faculty teachers were satisfied).

Teaching as a profession and work-life balance are analyzed separately. We could not compare is there a difference in reputation and status because all respondents are teachers or professors. If our sample were all employees in school (e.g. dean, administration, professors, teachers) we could make conclusion how reputation and status impact on satisfaction or dissatisfaction.

**3.3.2.1 Elementary school teachers**

As we can see in Figure 26 employees “from 11 to 20years” of teaching as a profession are the most represented. About 30% of teachers are in this category. The 2/5 of employees is in categories “from 21 to 30 years” and “from 31 to 30 years”. In categories “from 6 to 10 years” and “from 3 to 5 years” are 1/5 of teachers. About 2% of teachers are in category “more than 40”. There is no one in category “no more than 3 years”.

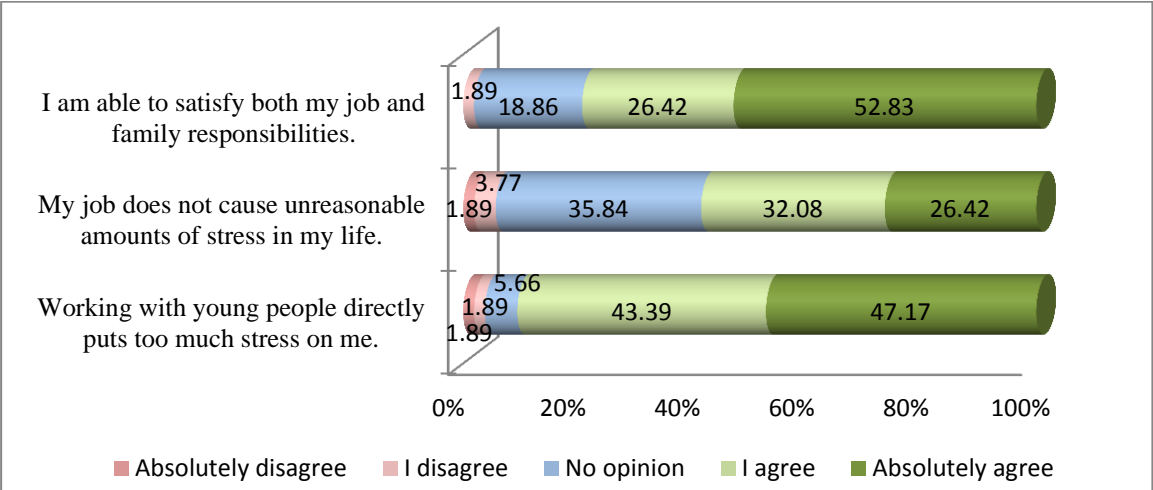
*Figure 26. Teaching as a profession for elementary schoolteachers*



Working at schools can be frustrated. About 60% of elementary teachers confirmed this. Even when they are frustrated or exhausted they like to work with young people. Nearly 95% of teachers are happy when they work with young people. That is one of the reasons why 60% of them would choose this career again if they had to. The analysis of teaching as a profession is in Appendix K.

Work-life balance is really important. It can happen that stress produced by work have impact on personal life. More than 80% of employees said that working with young people puts too much stress on them, but that stress and other types of stress caused by their work does not impact on their personal life. Nearly 80% of respondent are **satisfied** with their work-life balance.

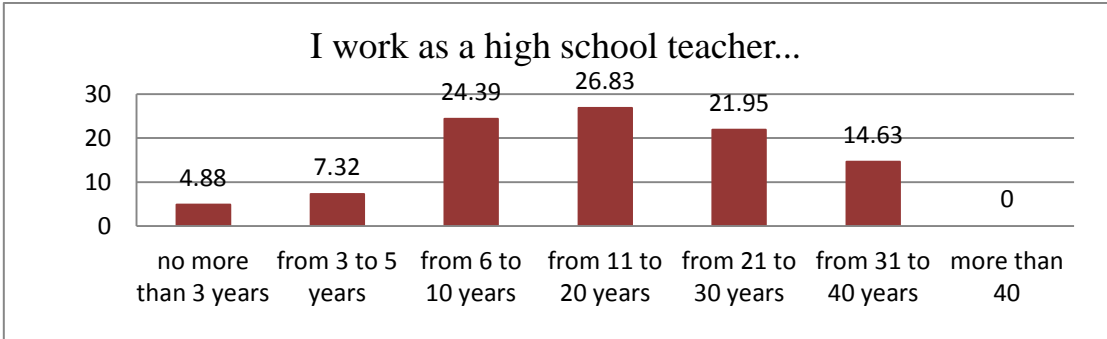
Figure 27. Satisfaction with work-life balance for elementary schoolteachers



3.3.2.2 High school teachers

The most of high school employees are in this profession about 11 to 20 years. Also, the great number of employees is in groups “from 6 to 10 years” and “from 21 to 30 years”. In these three groups are more than 70% of employees. About 1/5 of employees is in groups “from 3 to 5 years” and “from 31 to 40 year”. Different thing here is that in category “more than 40 years” there is no employees, but there are employees in category “no more than 3 years”.

Figure 28. Teaching as a profession for high school teachers

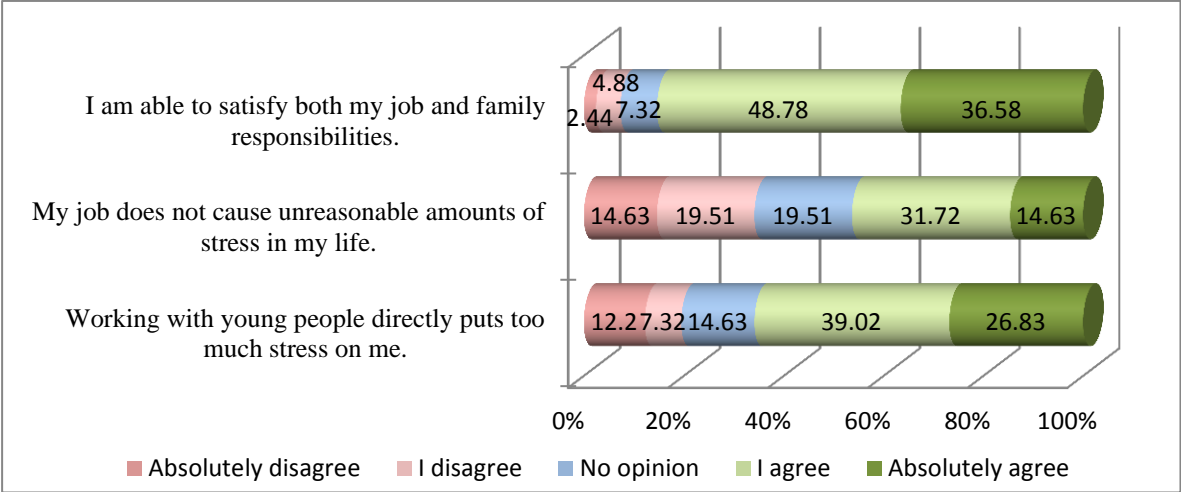


Teaching as a profession for high school employees bring them on the one hand frustration and on the other happiness. About 70% of employees do feel frustrated by their job, but 90% of them enjoy in working with young people. They like what they do and that confirm about



60% of employees saying they would choose this career agen if they had to. Also, 70% of them are not looking for a new job and 66% of them are not looking for a different career. The analysis of teaching as a profession is in Appendix L. Work with young people produces stress, but not in quantity that can impact on personal life of employee in high school. Similar situation was with employee in elementary school. Satisfaction with work-life balance is high. It is 85%, which is about 6% more than employees in elementary schools.

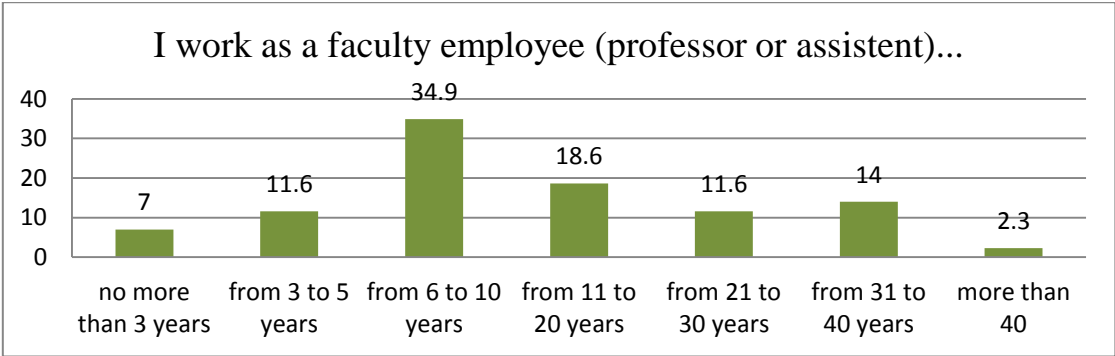
Figure 29. Satisfaction with work-life balance for high schoolteachers



3.3.2.3 Faculty professors

At faculty, the most of employees are in teaching profession form 6 to 10 years. About 1/5 of employees are teaching at faculty from 11 to 20 years. We have expected high percent employees in other category such as “from 21 to 30 years” or “from 31 to 40 years”. In category more than 40 are only about 2% of employees. Reason of this result may be non-traditional way of investigating. We have sent questionnaires by an e-mail and assistants mostly participated.

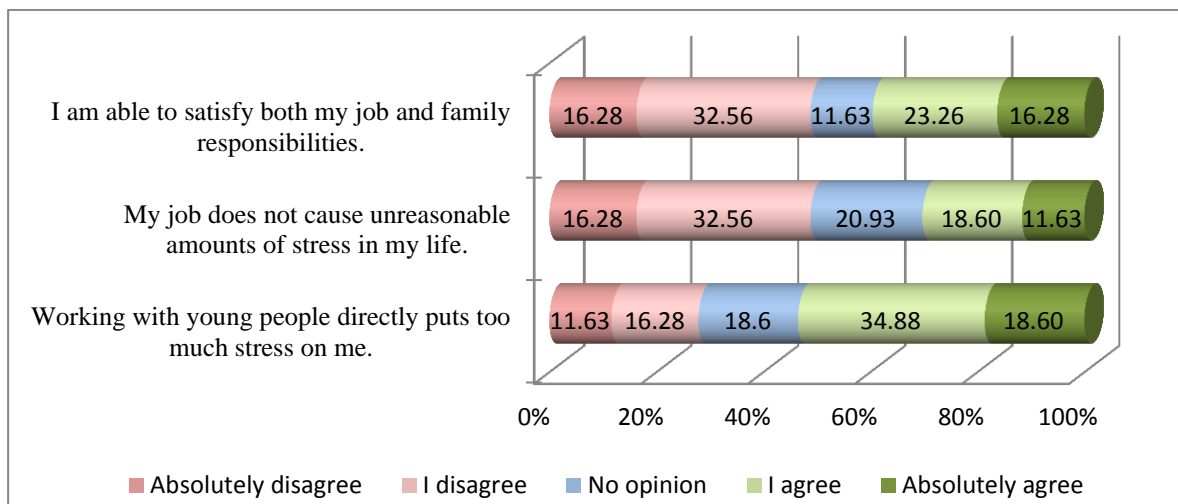
Figure 30. Teaching as a profession for faculty employees



Employees said they do feel frustrated on job (56%) and in their opinion their work is too hard. About 68% of respondents enjoy in work with young people and 60% of them would choose this career agen if they had to. All these is conected with teaching as a profession. The most of this employees are at begining of career as professors or assistents. For them it is not problem to work too hard because they are full of entusiasm and job for them is new and interesting. The analysis of years of service is in Appendix M.

Work with young people produce stress to faculty employees, and that stress has an impact on their personal life. About half of them are under the pressure and feel stress caused by job in personal life. Employees in elementary and high schools are satisfied with work-life balance, which is not situation with faculty employees. Nearly 50% of respondents said that they are not satisfied with work-life balance.

Figure 31. Satisfaction with work-life balance for faculty employees



### 3.5 Conclusion of the analysis

Overall, the level of employee satisfaction is relatively high. In this section we will provide a brief summary of findings. The first aim of this master thesis was to investigate how satisfied are employees in education in Sarajevo Canton with their job.

*Research Question 1: What is the level of job satisfaction in education in Sarajevo Canton?*

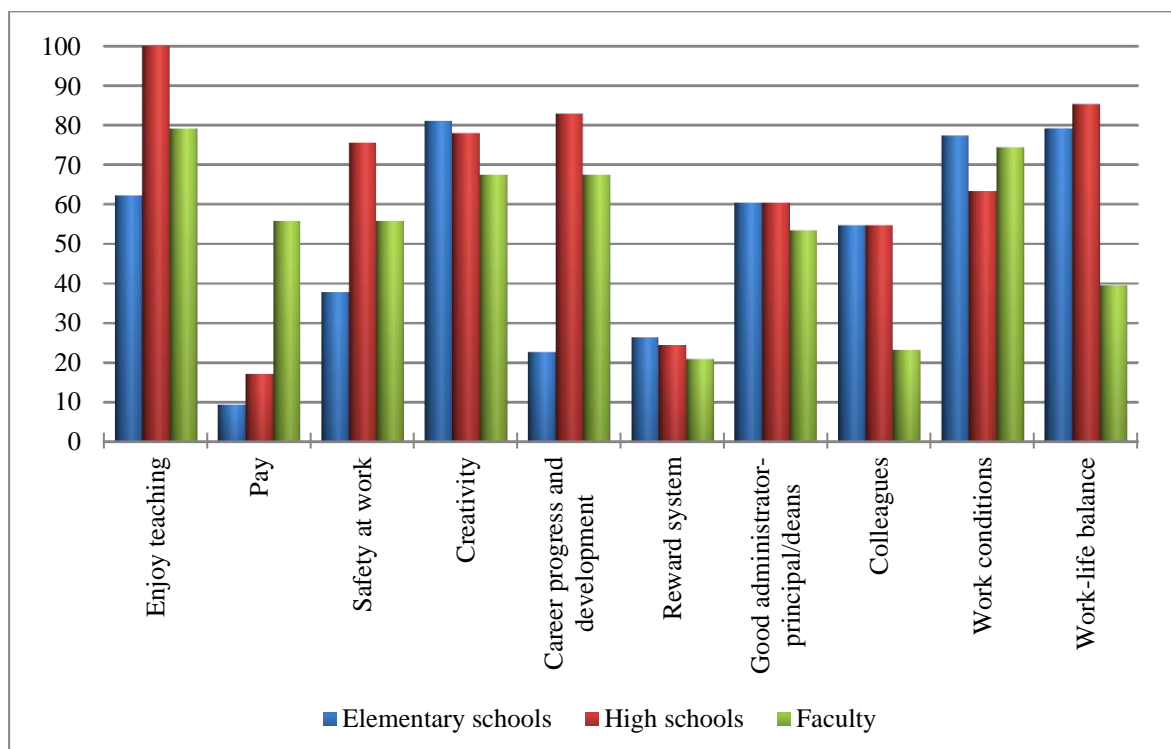
Many employees in education enter the career because of their love for children, a strong desire to help others or because they like learning and enjoy passing knowledge onto others.

The number of employees in education in Sarajevo Canton who say they like to work in schools/faculty is high:<sup>1</sup>

1. 77.36% of elementary teachers,
2. 63.41% of high school teachers,
3. 74.42% of faculty employees.

Level of job satisfaction was measured by 10 items in the questionnaire. Such aspects included satisfaction in teaching, pay, safety at work, creativity, career opportunities, reward system, supervisor, colleagues, work conditional and work-life balance.

Figure 32. Satisfaction in education in Sarajevo Canton



Generally, it seems that employees in education are satisfied. There is only one factor with which all employees are dissatisfied and that is reward system. They think that it is not fair. Factors as joy of teaching, creativity, and supervisor and work conditions are sources of satisfaction. With those factors more than 50% of employees in education are satisfied. Other factors (pay, safety at work, career progress and development, colleagues and work-life balance) are different between elementary schools, high schools and faculty. For example, pay is source of dissatisfaction for employees in elementary and high schools, but 55.81% of faculty employees are very satisfied with pay. Contrary, elementary and high school employees are satisfied with their colleagues, but faculty employees are really dissatisfied

<sup>1</sup>Appendix 4; answer on statement: „In general, I like working here.”

with this factor (23.25%). High school teachers and faculty employees are satisfied with career progress and development, but elementary school teachers are dissatisfied. Only 22.64% of elementary school teachers are satisfied with career progress and development.

In the next step, we aimed to explore with which elements of job employees are satisfied and dissatisfied.

*Research Question 2: With which elements of job are employees most and least satisfied?*

Participants in education in Sarajevo Canton seemed to have relatively positive attitudes towards creativity and work conditions. All employees are really satisfied with opportunity to be creative, explore different ways to teach some ideas and constantly improvise. It seems they enjoy the opportunity to design curriculum. The most satisfied with this factor are employees in elementary schools, 81.13% of them. Percentage of satisfied employees in elementary schools with this factor is 78.05. And 67.44% of faculty employees are satisfied with opportunity to be creative. Also, work conditions are source of satisfaction for all employees. Elementary school employees are the most satisfied with this organization factor (77.36%), than faculty employees (74.42%). The least satisfied with work conditions are high schools teacher (63.41%).

It is necessary to notice that some factors for one group of teachers are source of satisfaction, but for other is source of dissatisfaction. For example, work-life balance for elementary and high schools employees is easy to reach, but for a faculty employee is hard to be able to satisfy job and family responsibilities. Almost half of them are dissatisfied with work-life balance. As we have already mentioned, pay is not attractive for employees in elementary and high schools, but faculty employees gave high “marks” to this factor.

All participants expressed their intense negative feelings about the lack of justice and fairness in the current reward system.

Table 5. Elements of job with which employees are most and least satisfied

	Elementary schools		High schools		Faculty	
	Factor	%	Factor	%	Factor	%
<b>Satisfied</b>	Creativity	81.13	Work-life balance	85.36	Work conditions	74.42
	Work-life balance	79.25	Career progress and development	82.93	Creativity	67.44
	Colleagues	54.73	Creativity	78.05	Career progress and development	67.44

<b>Dissatisfied</b>	Pay	81.14	Pay	70.73	Work-life balance	48.84
	Reward system	50.95	Reward system	41.46	Colleagues	46.51

Answering on first two questions we notice that there is difference between some factors of satisfaction between elementary, high schools and faculty employees.

*Research Question 3: Are there differences in levels of satisfaction between elementary, high school and faculty teachers?*

In Table 5 we can see that there was a difference between elementary, high schools and faculty employees in their attitudes and satisfaction.

Table 6. Levels of satisfaction between elementary, high schools and faculty employees

<b>Factors</b>		<b>Share of Satisfied Employees (In %)</b>			<b>Share of Dissatisfied Employees (in %)</b>		
		Elementary schools	High schools	Faculty	Elementary schools	High schools	Faculty
Hygienic factors	Safety at work	37.74	75.61	55.72	35.74	2.44	23.25
	Pay	9.13	17.07	55.81	81.14	70.73	27.91
	Good colleagues	54.73	54.73	23.25	24.52	24.52	46.51
	Work condition	56.60	75.61	62.79	13.21	9.76	18.60
Average		39.55	55.76	49.40	38.65	26.86	29.06
Motivation factors	Creativity	81.13	78.75	67.14	1.89	2.44	20.93
	Rewards system	26.11	34.15	48.84	50.75	41.46	30.23
	Career progress and development	22.64	82.93	67.44	50.74	2.44	16.28
	Work-life balance	79.25	85.76	39.54	1.89	7.32	48.84
Average		52.28	70.39	63.24	26.32	13.42	29.07
<b>Average (total)</b>		<b>45.92</b>	<b>63.08</b>	<b>56.32</b>	<b>32.49</b>	<b>20.14</b>	<b>29.07</b>

At first look it seems that high school employees are the most satisfied, but it is not that simple. If we look closer and analyse, we can conclude that faculty employees are the ones with most positive attitude about hygienic factors (pay, safety at work and work conditions) which according to Herzberg's means faculty employees are not dissatisfied. As we could see the most important hygienic factor for employee in education in Sarajevo Canton is pay. Elementary and high school employees showed high level of dissatisfaction with this factor by numerous strikes during 2013. Dissatisfaction of high school employees with pay is high (70.73%) and this is reason why high school employees are not satisfied.

There is one hygienic factor which is source of dissatisfaction of faculty professors and assistants, it is relationship with colleagues. Some faculty employees rate that collegial relationship is a strong aspect of their satisfaction with teaching, but most of participants were highly critical of their faculty colleagues. Reason for this could be their individual offices. Elementary and high schools employees do not have their own offices, so they have more opportunities to meet, communicate, help each other and sheer ideas in assembly hall.

Creativity, career progress and development, recognition, work-life balance are just some of factors that make employees to feel satisfaction. High school employees are more satisfied with motivation factors (70.39%), than faculty employees (63.24%). Elementary school teachers are the least satisfied with motivation factors (52.28%). If we want to bring happiness to employees it is necessary to improve motivation factors and neutralized dissatisfaction with hygienic factors, primary with pay.

Conclusion is that the most satisfied employees are faculty professors and assistant, than elementary employees. Obvious fact is that the least satisfied are employees in elementary schools.

We made a conclusion, but still there is question is this conclusion correct. As we have mentioned, cognitive dissonance exists when employees have different attitude and behavior about some situation or thinks. For example, it could happen that some employees have positive attitude about pay but they went on strikes during last year, which lead us to cognitive dissonance. Or they could have a positive attitude about pay and give us a negative answer about pay in questionnaire just because they were trying to reduce cognitive dissonance. It could happen that employees gave us a positive answer about their co-worker, but they constantly have conflict with them and do not respect them. Also, employees could have attitude that system of reward is unfair, but then they get reward. In that situation they will try to reduce cognitive dissonance and give us positive answer. Those are just some of examples which could happened and all this have a high impact on our results.

#### **4 RECOMMENDATIONS FOR IMPROVING EMPLOYEE SATISFACTION IN EDUCATION IN SARAJEVO CANTON**

The education system in Bosnia and Herzegovina is at one of its most important turning points. Like most post-socialist countries, our country is going through a transition process. Education, one of the most susceptible subsystems in every society, suffered from physical destruction, political, ideological and nationalist pressure. In Bosnia and Herzegovina since 1992 three nationalist parties (SDA, SDS and HDZ) created a wider gap between the three constitutive ethnicities: Bosniaks, Serbs and Croats, providing each group with its “own” education system. In the Bosnia and Herzegovina education system must be a subject of complete reorganization of educational structure and practice, so that a school can become a place for open discussion and debate of all current differences. Also, it is necessary to harmonize education system in all parts of country.

The role of employees in educations is crucial for the transfer of knowledge in schools. As we mentioned it is impossible in our literature to find some articles or examinations about employee’s satisfaction in education. If we want to make education better for future students and teachers/professors, we must examine employee’s experiences and attitudes towards job. That is only way to find how to improve employee satisfaction and in which areas we should make changes.

We could see that in Sarajevo Canton, educational workers live on the verge of poverty and are treated as administrative workers and nothing more than a standard budgetary expenditure. The pay of those working in the educational sector is hardly sufficient for a decent living. Pay should be revised to neutralize employee dissatisfaction. For example we now have a situation that the teachers have the same salary as the workers with high school degree in many public enterprises. This is one of the main problems for employees in education and it is very frustrating for them. We recommend revising of the whole pay grade system in education and additionally adapting it to other public sectors in order to get more balance and in the end employee satisfaction. Also, because of this many of the professors from the public universities are more motivated to be guest teachers on private faculties than to meet their obligations on the universities.

One way to improve employee satisfaction in education in Sarajevo Canton is to make employees feel valued. They said that they get reward if they do their job in right way, but reward system for them is not fair. It may be because they expect more valued reward than they get or they think that some of their colleagues get better rewards than them. Suggestion is more transparent reward system. It is necessary to give the same reward for the same or similar achievements. Also, employees should know what those criteria are to get some appraisal. In future researching it would be necessary to make questionnaire for employees in education to find out how would they like to design reward system.

Today one of the most demanding trends in business is collaboration between employees. In elementary and high schools employees have more common spaces that increase collaboration, and they are satisfied with their co-workers. In faculty there is no assembly hall, but it is possible to use in-between zone for improving communication between colleagues. In-between zone is space where people have informal conversation. It can be restaurant, cafe, corridors, photocopying corners, lobbies and hallways, where employees simply bump into each other. Faculty can maximize the potential of collaboration between professors and assistants by providing sit-stand or sitting furniture solutions. This way we could improve collaboration between them which would result in better atmosphere and more ideas for solving personal and professional problems.

Gender stereotypes have made teaching “women’s work”. We should change our point of view. There is no women’s or man’s job. It is necessary to put the right person on right position where he or she can contribute the most and be productive, effective and bring the best results. This is the easiest way to remove stereotypes in this area, and in any other workplace.

## **CONCLUSION**

We are incredible creatures with numerous characteristics. Those characteristics have high impact on us and on our organization. During growth we adopt our attitudes which impact on organizations through employee satisfaction. Before we adopt some attitude it is necessary to check the validity and eliminate the possibility of stereotypes and prejudice.

Employee satisfaction is one of the essential parts in a company's development and success. This master thesis has tried to discover the perception of employee satisfaction by employees in education in Canton Sarajevo and tried to identify the factors that cause satisfaction and dissatisfaction of the employees. It also tried to find difference between satisfaction and dissatisfaction of employees in elementary, high schools and faculties.

Generally, employees in education in Sarajevo Canton are satisfied. The most satisfied are faculty employees, and the last satisfied are elementary employees. High school employees are more satisfied with some factors than professors and assistants on faculty. But they are dissatisfied with hygienic factor, which is basic for employees to not fell dissatisfaction.

All employees in this master thesis identified personal factors (e.g. satisfaction in working with young people, work-life balance) as the most powerful motivators in their decision to remain in the classroom. It appears that no matter at what level teaching occurs there is a care and enthusiasm around working with young people. Also, they like their career and they would choose teaching profession again if they had to.



Employees are less satisfied with organization factors. None of employees were satisfied with reward system. It is interesting to see the difference among teachers in how they rated the type of reward. In elementary schools rewards are financial (e.g. premium, bonus), in high school rewards are non-material (e.g. praise, recognition), and faculty employees for high performance gets non-financial rewards (e.g. seminars, training). There is one more organization factor which was source of high level of dissatisfaction. Two of the groups, employees in elementary and high schools were highly dissatisfied with pay.

It is important to emphasize that employees should not stay in organizations just because of 30 or more years of service. *“Man is not a tree and being connected is his misfortune, it takes away his courage and reduces his security. By tying up for one place man is accepting all conditions, even the adverse ones and scares himself with the uncertainty that awaits him. Change looks like deserting, like loss of the efforts. Somebody else will take his place, his conquered space and he will have to start again. Staying at one place is the real start of getting old, because the man is young as long as he is not afraid to start all over again. By staying man suffers or it makes an attack. By leaving he preserves his freedom; he is willing to change a place and to get his own terms.”* (Selimović, 1966, p. 144)

By listening to the voices of elementary teachers, high school teachers, and college professors and assistants, we can help increase job satisfaction and effectiveness, with positive outcomes for schools/faculty. For Rahimić (2010) “really important thing is to put the right person on the right place in organization.” That is the only way to get employee satisfaction and at the same time great organizational performances. This balance is not easy to reach, but it is possible.

This master thesis has clearly raised further questions for research: For example, the study could be extended to include different types of elementary, high school teachers and faculty employees from not only across the Canton Sarajevo but also around Federation Bosnia and the whole Bosnia and Herzegovina. Also, the questionnaire could include more questions about their mood or behavior that day or days before. Maybe in segment about pay include question do they go on strikes. If they answer positive about pay and they still went on strike, we could notice cognitive dissonance. This type of questions could be included in more segments as co-workers, reward system etc.

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## **APPENDIXES**





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## Appendix A: Questionnaire

### QUESTIONNAIRE

#### Purpose

Purpose of the questionnaire is to investigate how much employees are satisfied with their job in education in Sarajevo Canton, and to find out with which elements of their job they are most and least satisfied. Also, data will be used to investigate differences in levels of satisfaction between elementary, high school and faculty teacher.

#### Instructions

For each statement below, please circle the pertinent number (number 1 corresponds to “highly dissatisfied” and 5 corresponds to “highly satisfied”) which best describes your level of agreement with the statement.

<b>ORGANISATION SATISFACTION FACTORS</b>						
<b>No.</b>	<b>Question</b>	<b>Absolutel y disagree</b>	<b>I disagree</b>	<b>No opinion</b>	<b>I agree</b>	<b>Absolutel y agree</b>
1.	I enjoy teaching at my school/university.	1	2	3	4	5
2.	Institution gives a possibility for career progress and development.	1	2	3	4	5
3.	I receive rewards if I perform well.	1	2	3	4	5
4.	Rewards for my performances are fair.	1	2	3	4	5
5.	Rewards for high performance are mostly financial (e.g. premia, bonus).	1	2	3	4	5
6.	Rewards for high performance are mostly non-financial (e.g. seminars, training).	1	2	3	4	5
7.	Rewards for high performance are mostly non-material (e.g. praise, recognition)	1	2	3	4	5
8.	I have a good administrator - principals, deans (e.g. open, supportive).	1	2	3	4	5

9.	My administrator - principal, dean is a good manager (e.g. know when to delegate, mediator, has a integrity)	1	2	3	4	5
<b>No.</b>	<b>Question</b>	<b>Absolutel y disagree</b>	<b>I disagree</b>	<b>No opinion</b>	<b>I agree</b>	<b>Absolutel y agree</b>
10.	I have good colleagues to work with (e.g., interesting, supportive, committed to teaching).	1	2	3	4	5
11.	My colleagues will help me when I have heavy workloads.	1	2	3	4	5
12.	In our institution interpersonal conflict is not negatively impacting my performance.	1	2	3	4	5
13.	I am talking about this institution to my friends as a great place to work.	1	2	3	4	5
14.	In general, I like working here.	1	2	3	4	5
15.	My workplace is a physically comfortable place to work.	1	2	3	4	5
16.	I am satisfied with my current work schedule.	1	2	3	4	5
17.	I am satisfied with the pay for the work I do.	1	2	3	4	5
18.	Safety at work is important to this school.	1	2	3	4	5
19.	I have opportunity to be creative (e.g., in designing curriculum and lessons).	1	2	3	4	5
20.	Decisions in this institution are made mostly by the head of institution (principal, dean, management).	1	2	3	4	5
21.	Decision in this institution are made by consensus of all workers (head of institution and all teachers)	1	2	3	4	5
22.	Job responsibilities and authority are clearly defined.	1	2	3	4	5
<b>PERSONAL SATISFACTION FACTORS</b>						
23.	I feel frustrated by my job.	1	2	3	4	5
24.	I am working too hard on my job.	1	2	3	4	5

25.	I am looking for a new job.	1	2	3	4	5
26.	I am looking for a different career.	1	2	3	4	5
27.	Working with young people directly puts too much stress on me.	1	2	3	4	5
28.	My job does not cause unreasonable amounts of stress in my life.	1	2	3	4	5
29.	Enjoy in working with young people.	1	2	3	4	5
30.	I am able to satisfy both my job and family responsibilities.	1	2	3	4	5
31.	If I had to do it all over I would choose the teaching profession again.	1	2	3	4	5

Gender: Male Female

Age: under 30 30-39 40-49 50-59 60 and over

School: Elementary school High school Faculty

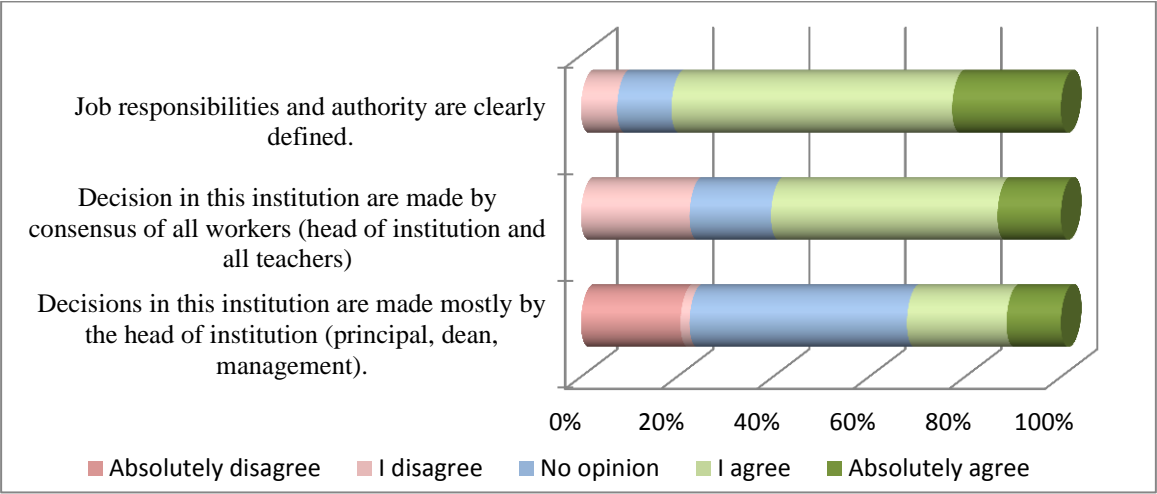
Years of service: no more than 3 3-5 6-10 11-20 21-30 31-40 more than 40

*Thank you for your time!*

### **Appendix B: Analysis of elementary school organization structure by answers**

Questions	Absolutely disagree	I disagree	No opinion	I agree	Absolutely agree
Decisions in this institution are made mostly by the head of institution (principal, dean, management).	20.75	1.89	45.29	20.75	11.32
Decision in this institution are made by consensus of all workers (head of institution and all teachers)	0	22.64	16.98	47.17	13.21
Job responsibilities and authority are clearly defined.	0	7.55	11.32	58.49	22.64

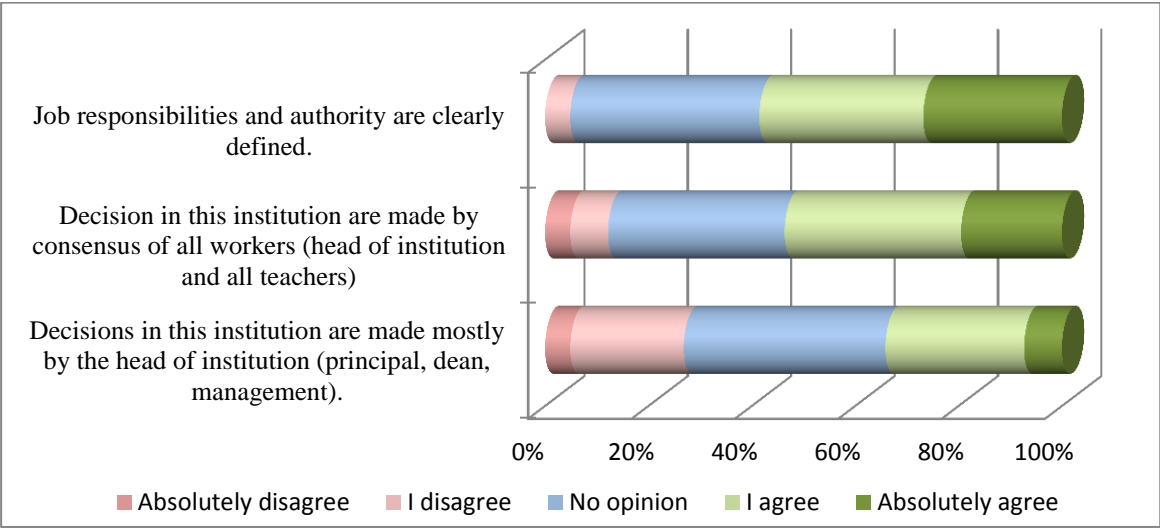
**Appendix C: Graphic presentation of analysis of elementary school organization structure**



**Appendix D: Analysis of high school organization structure by answers**

Questions	Absolutely disagree	I disagree	No opinion	I agree	Absolutely agree
Decisions in this institution are made mostly by the head of institution (principal, dean, management).	4.88	21.95	39.02	26.83	7.32
Decision in this institution are made by consensus of all workers (head of institution and all teachers)	4.88	7.31	34.15	34.15	19.51
Job responsibilities and authority are clearly defined.	0	4.88	36.58	31.71	26.83

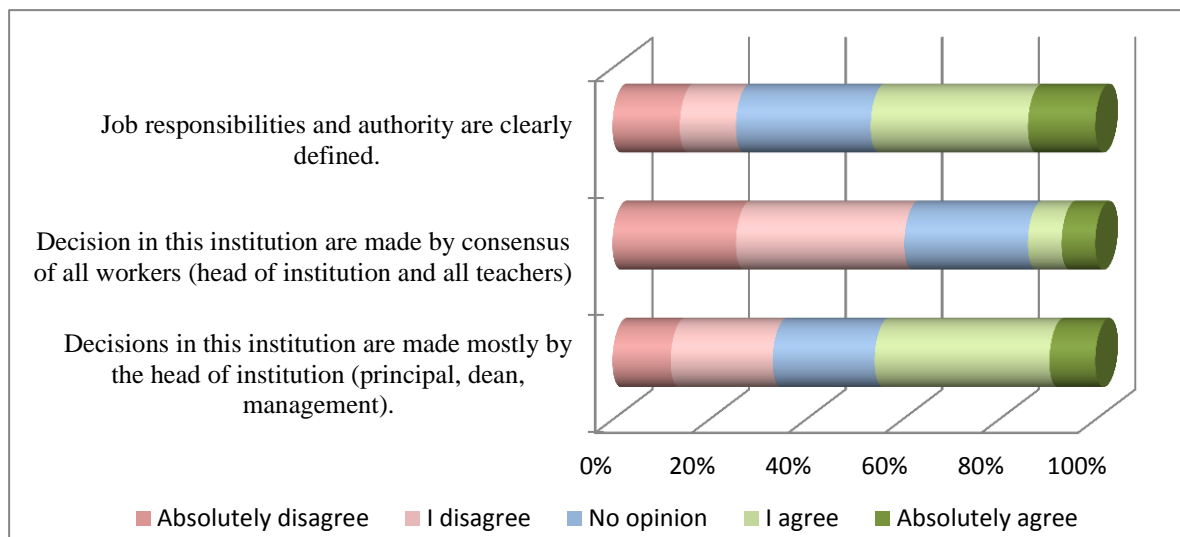
**Appendix E: Graphic presentation of analysis of high school organization structure**



**Appendix F: Analysis of faculty organization structure by answers**

Questions	Absolutely disagree	I disagree	No opinion	I agree	Absolutely agree
Decisions in this institution are made mostly by the head of institution (principal, dean, management).	9.30	16.28	16.28	27.91	30.23
Decision in this institution are made by consensus of all workers (head of institution and all teachers)	25.58	34.88	25.58	6.98	6.98
Job responsibilities and authority are clearly defined.	13.95	11.63	27.91	32.56	13.95

## Appendix G: Graphic presentation of analysis of faculty organization structure



## Appendix H: Answers on question about organization factors in elementary school

Questions	Absol. disagree	I disagree	No opinion	I agree	Absolutely agree
I enjoy teaching at my school/university.	1.89	24.53	11.32	22.64	39.62
I am satisfied with the pay for the work I do.	69.82	11.32	9.43	5.66	3.77
Safety at work is important to this school.	20.75	15.09	26.42	30.19	7.55
I have opportunity to be creative (e.g. in designing curriculum and lessons).	0.00	1.89	16.98	52.83	28.30
Institution gives a possibility for career progress and development.	26.42	24.42	26.42	11.32	11.32
I receive rewards if I perform well.	47.17	32.08	3.77	9.43	7.55
Rewards for my performances are fair.	33.97	16.98	22.26	22.64	3.77
Rewards for high performance are mostly financial (e.g. premia, bonus).	20.75	7.55	15.09	49.06	7.55
Rewards for high performance are mostly non-financial (e.g. seminars, training).	41.51	24.53	28.30	3.77	1.89
Rewards for high performance are mostly non-material (e.g. praise,	41.51	7.55	18.86	30.19	1.89



recognition)					
I have a good administrator - principals, deans (e.g. open, supportive).	1.89	1.89	35.84	30.19	30.19
My administrator - principal, dean is a good manager (e.g. know when to delegate, mediator, has a integrity)	0.00	16.98	41.52	20.75	20.75
I have good colleagues to work with (e.g., interesting, supportive).	5.66	18.86	20.75	41.52	13.21
Questions	Absol. disagree	I disagree	No opinion	I agree	Absolutely agree
My colleagues will help me when I have heavy workloads.	5.66	0.00	28.30	33.96	32.08
In our institution interpersonal conflict is not negatively impacting my performance.	1.89	0.00	35.85	28.30	33.96
I am talking about this institution to my friends as a great place to work.	22.64	11.32	41.51	13.21	11.32
In general, I like working here.	0.00	11.32	11.32	39.62	37.74
My workplace is a physically comfortable place to work.	7.55	5.66	30.19	33.96	22.64
I am satisfied with my current work schedule.	0.00	1.89	20.75	56.61	20.75
Working with young people directly puts too much stress on me.	1.89	1.89	5.66	43.39	47.17
My job does not cause unreasonable amounts of stress in my life.	1.89	3.77	35.84	32.08	26.42
I am able to satisfy both my job and family responsibilities.	0.00	1.89	18.86	26.42	52.83

#### Appendix I: Answers on question about organization factors in high schools

Questions	Absol. disagree	I disagree	No opinion	I agree	Absolutely agree
I enjoy teaching at my school/university.	0.00	0.00	0.00	36.59	63.41
I am satisfied with the pay for the work I do.	56.10	14.63	12.20	17.07	0.00
Safety at work is important to this	2.44	0.00	21.95	36.5	39.02

school.				9	
I have opportunity to be creative (e.g. in designing curriculum and lessons).	0.00	2.44	19.51	34.15	43.90
Institution gives a possibility for career progress and development.	0.00	2.44	14.63	56.10	26.83
I receive rewards if I perform well.	24.39	21.95	19.51	26.83	7.32
Rewards for my performances are fair.	19.51	21.95	26.83	26.83	4.88
Rewards for high performance are mostly financial (e.g. premia, bonus).	51.22	9.76	14.63	19.51	4.88
Rewards for high performance are mostly non-financial (e.g. seminars, training).	26.83	14.63	21.95	26.83	9.76
Rewards for high performance are mostly non-material (e.g. praise, recognition)	19.51	17.07	17.07	31.72	14.63
I have a good administrator - principals, deans (e.g. open, supportive).	0.00	4.88	21.95	29.27	43.90
Questions	Absol. disagree	I disagree	No opinion	I agree	Absolutely agree
My administrator - principal, dean is a good manager (e.g. know when to delegate, mediator, has a integrity)	0.00	4.88	19.51	31.71	43.90
I have good colleagues to work with (e.g., interesting, supportive).	2.44	4.88	36.59	31.71	24.38
My colleagues will help me when I have heavy workloads.	2.44	19.51	21.95	24.39	31.71
In our institution interpersonal conflict is not negatively impacting my performance.	2.44	4.88	19.51	26.83	46.34
I am talking about this institution to my friends as a great place to work.	9.76	24.39	21.95	21.95	21.95
In general, I like working here.	4.88	0.00	31.71	21.95	41.46
My workplace is a physically comfortable place to work.	2.44	7.32	14.63	31.71	43.90
I am satisfied with my current work schedule.	2.44	19.51	14.63	48.79	14.63
Working with young people directly	12.20	7.32	14.63	39.0	26.83

puts too much stress on me.				2	
My job does not cause unreasonable amounts of stress in my life.	14.63	19.51	19.51	31.72	14.63
I am able to satisfy both my job and family responsibilities.	2.44	4.88	7.32	48.78	36.58

### Appendix J: Answers on question about organization factors in faculty

Questions	Absol. disagree	I disagree	No opinion	I agree	Absolutely agree
I enjoy teaching at my school/university.	4.65	6.98	9.30	34.88	44.19
I am satisfied with the pay for the work I do.	11.63	16.28	16.28	30.23	25.58
Safety at work is important to this school.	9.30	13.95	20.93	32.56	23.26
I have opportunity to be creative (e.g. in designing curriculum and lessons).	9.30	11.63	11.63	32.56	34.88
Institution gives a possibility for career progress and development.	6.98	9.30	16.28	41.86	25.58
I receive rewards if I perform well.	13.95	16.28	20.93	32.56	16.28
Rewards for my performances are fair.	18.60	32.56	27.91	13.95	6.98
Rewards for high performance are mostly financial (e.g. premia, bonus).	23.26	27.91	23.26	11.63	13.95
Rewards for high performance are mostly non-financial (e.g. seminars, training).	20.93	18.60	16.28	32.56	11.63
Rewards for high performance are mostly non-material (e.g. praise, recognition)	37.21	23.26	18.60	13.95	6.98
I have a good administrator - principals, deans (e.g. open, supportive).	6.98	13.95	25.58	32.56	20.93
My administrator - principal, dean is a good manager (e.g. know when to delegate, mediator, has a integrity)	16.28	34.88	23.26	13.95	11.63
I have good colleagues to work with (e.g., interesting, supportive).	11.63	34.88	30.23	13.95	9.30
My colleagues will help me when I	13.95	32.56	23.26	18.6	11.63

have heavy workloads.				0	
In our institution interpersonal conflict is not negatively impacting my performance.	13.95	18.60	23.26	27.91	16.28
I am talking about this institution to my friends as a great place to work.	6.98	9.30	20.93	34.88	27.91
In general, I like working here.	6.89	9.30	9.30	32.56	41.86
My workplace is a physically comfortable place to work.	9.30	9.30	18.60	44.19	18.60
I am satisfied with my current work schedule.	9.30	9.30	23.26	34.88	23.26
Working with young people directly puts too much stress on me.	11.63	16.28	18.60	34.88	18.60
My job does not cause unreasonable amounts of stress in my life.	16.28	32.56	20.93	18.60	11.63
I am able to satisfy both my job and family responsibilities.	16.28	32.56	11.63	23.26	16.28

#### **Appendix K: Analysis of years of service factor in elementary schools by answers**

Questions	Absolutely disagree	I disagree	No opinion	I agree	Absolutely agree
I feel frustrated by my job.	7.55	9.44	20.75	41.51	20.75
I am working too hard on my job.	11.32	5.66	16.98	18.87	47.17
I am looking for a new job.	33.97	26.42	20.75	16.98	1.88
I am looking for a different career.	35.84	1.88	9.44	18.87	33.97
I enjoy in working with young people.	1.88	3.78	0	58.49	35.80
If I had to do it all over I would choose the teaching profession again.	9.44	13.21	16.98	35.84	24.53

#### **Appendix L: Analysis of years of service factor in high schools by answers**

Questions	Absolutely disagree	I disagree	No opinion	I agree	Absolutely agree
I feel frustrated by my job.	2.44	12.20	17.07	51.22	17.07

I am working too hard on my job.	0.00	0.00	7.32	39.03	53.65
I am looking for a new job.	48.78	21.95	7.32	9.75	12.20
I am looking for a different career.	46.34	19.52	17.07	7.32	9.75
I enjoy in working with young people.	0.00	0.00	9.75	24.40	65.85
If I had to do it all over I would choose the teaching profession again.	12.20	4.87	24.40	31.70	26.83

**Appendix M: Analysis of years of service factor at faculty by answers**

Questions	Absolutely disagree	I disagree	No opinion	I agree	Absolutely agree
I feel frustrated by my job.	9.30	16.28	18.60	30.23	25.58
I am working too hard on my job.	9.30	6.98	9.30	34.88	39.53
I am looking for a new job.	41.86	30.23	9.30	9.30	9.30
I am looking for a different career.	44.19	25.58	9.30	11.63	9.30
I enjoy in working with young people.	6.98	16.28	9.30	37.21	30.23
If I had to do it all over I would choose the teaching profession again.	6.98	13.95	18.60	20.93	39.53