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## **TEZĂ DE DOCTORAT**

*Evaluarea satisfacției resurselor umane didactice din  
sistemul de învățământ preuniversitar*

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## **Summary**

The doctoral thesis, suggestively entitled "Assessing the satisfaction of teaching human resources in the pre-university education system" is one of the major concerns I had since 2014, which coincides with my entry as an employee, as a teacher, in the system pre-university education. This concern stems from the desire to draw attention to the fact that, for the time being, from what I have observed, there is no serious research on the actual evaluation and measurement, and as objective as possible of the satisfaction of teachers in the pre-university education system. Also, through this work I want to support school leaders who want to carry out activities to assess the satisfaction of teaching human resources, hereinafter referred to as teacher or teacher and thus, implicitly contribute to increasing the quality of services, opportunities, opportunities and the facilities offered by the education system, thus contributing to its development, thus making it a more attractive and much sought-after field of employment. The constant application of a system of evaluation of satisfaction among teachers is an activity and a process that can contribute massively to increasing the quality of the conditions offered by the education system. The advantages of applying such a process are presented throughout the paper.

The paper presents relevant aspects regarding the current state of scientific knowledge in the field of satisfaction of the teaching human resource in the education system and an applied research meant to test the tool for assessing the satisfaction of the teaching resource, and finally general conclusions regarding the researched subject. solutions and recommendations for the application of a satisfaction assessment system.

In the elaboration of the paper, the observance of the deontology of the scientific research was carefully followed.

### **Purpose and objectives**

The purpose of the doctoral thesis is to build and test a tool for assessing the degree of satisfaction of teachers in pre-university education. The satisfaction assessment tool developed is intended to be a model of good practice that can be easily applied.

### **General objectives**

1. Identifying the factors that influence and lead to an increase in the level of satisfaction among teachers;
2. Identifying the barriers that influence the implementation of a process for assessing teacher satisfaction and formulating solutions to reduce or reduce these barriers;
3. Identifying the difficulties faced by teachers in the education system and proposing solutions and recommendations on increasing the level of satisfaction among teachers in pre-university education.

### **Specific objectives**

1. Elaboration of a causal model of the satisfaction of the didactic human resource;
2. Construction, elaboration and testing of the tool for assessing the satisfaction of the teaching human resource;
3. Application of the model and collection of information on the topic of interest;

### **Methodology**

The research is both qualitative and quantitative.

Qualitative research was an exploratory one and involved observing the learning process, studying the main models of measuring satisfaction, operationalizing the concept of satisfaction from the perspective of teachers, to obtain a draft of the tool I want to develop and to establish questions and hypotheses for quantitative research, and last but not least for in-depth understanding of attitudes, opinions, beliefs, behaviors in the education system. The finality of this research being transposed in the elaboration of an instrument of research and evaluation of the degree of satisfaction of the teachers in the pre-university education.

The quantitative research involved the questioning of a number of 200 teachers (out of a total of 333 teachers in Satu Mare County, who teach theoretical level at high school level, ie a percentage of 60% of the total). The access to them was made through the Satu Mare County School Inspectorate. The data and information obtained from the questionnaire were analyzed and interpreted statistically. The aim of this action was to obtain accurate and representative information, to obtain answers to research questions, to test the proposed hypotheses and the tool /questionnaire for assessing teacher satisfaction and. The method used was the opinion poll, having as an investigative technique the application of a grid of questions contained in a questionnaire. This was based on statistical processing.

The questionnaire used for data collection, and which is practically the model tool for assessing teacher satisfaction desired to be developed and tested by processing, includes 26 questions, being structured in 3 parts. The first part contains 6 closed questions, introductory questions, which collect data about the respondents (gender, seniority in education, position, didactic degree held, age and method of employment). The second part of the research tool contains 18 closed questions, these being the most suggestive in order to assess the level of satisfaction of teachers in pre-university education. The last part, the third part, contains 2 open questions that invite the respondent to his own opinion on the existing concerns, from the actors involved in the management of pre-university education, regarding the evaluation of the satisfaction of teachers in the system. It also offers the opportunity to express their opinion on the problems of the Romanian education system.

### **Results and conclusions**

Romania is facing an insufficient number of teachers. There are 172,525 teachers who teach at pre-school, primary, secondary and high school level, the number being increasing in the last two years. Most teachers work in urban areas, 73% of the existing ones are full-time and 81% of all teachers in Romania are women.

A Romanian teacher works an average of approximately 38.9 hours per week and is assigned a number of 19 students in primary school, 11.5 in high school and 13.6 in high school.

The main indicators of teachers' satisfaction are: the degree obtained, the environment in which they work, the salary level, seniority in the education system, the conditions and environment offered by schools, the management of educational institutions (schools, inspectorates, ministry), how to conduct examinations for employment or promotion, transparency in decision-making and spending of resources in the pre-university education system, the way in which their rights and freedoms are protected by pre-university education unions, the level of collegiality between staff teachers, how to organize training and continuing education courses, access to information, their safety in schools, support given to them in the development of projects or educational activities, extracurricular offered by the management of schools nt or by the management of the county inspectorate, the existing proposed curriculum, the norms and methodologies for implementing the educational act, the student-teacher relationship, the method and methods of evaluating their activity, the way in which cases of disciplinary misconduct, school dropout are resolved, and so on.

Regarding the identification of negative factors / barriers that would influence the application of a system for measuring teacher satisfaction, most respondents said that they exist. Among these factors I will mention the following: lack of professionals in school management, incompetence and indifference of those who should support education, too much resistance to system change, lack of specialists in this field, lack of interest in this aspect, non-involvement of teachers in compiling satisfaction questionnaires, lack of transparency and fear of retaliation, poor communication, lack of vision and wrong mentality, outdated organizational culture, lack of time (too much workload), fear of upsetting the school leadership, lack of school autonomy, there is no goal focused on education in this regard.

The main problems faced by teachers and how they could be solved: a) the involvement of politics in the school, and in the system in general - eliminating its involvement by organizing competitions for management positions; b) lack of school autonomy - abolition of school inspectorates and decentralization; c) management quality - organizing professional competitions for management positions. Existence of two manager positions: an educational / school manager and an out-of-system management specialist; c) Deficient training courses - professionalization and regulation of the bodies that organize training courses; d) insufficient funding - increasing the funding of the education system; e) development of teachers' digital skills and lack of teaching materials and media - investments in digital school infrastructure, training courses; f) lack of materials prepared by specialists for children with special educational needs - increasing the number of positions for specialists in the field of special education; g) uploaded programs - reviewing and updating programs; h) the way of employment - the change of the way of being included in the education system; i) excessive bureaucracy - digitization of the system and revision of procedures and methodologies; j) low level of appreciation - increasing the level of appreciation towards teachers from the management, the ministry, establishing, at national level, clear rules for students and parents; k) legislative instability - legislative reform; l) the evaluation method of the teachers based on files transforms the teacher into a true and embarrassing collector of points - the practice of an evaluation system centered on class work, scientific / pedagogical / methodical qualities in teaching lessons and the relationship between teacher and student ; m) the opinions and suggestions of the teachers are not taken into account - more involvement of the unions in this aspect; n) lack of teaching materials and school equipment - bringing to European minimum standards: canteen, after-school, summer school (without the financial burden of parents), etc. ; o)

changes made overnight by the ministry and transmitted in the territory as mandatory without an analysis of the impact caused - serious analysis of the measures taken and their impact.

Most of the teachers surveyed are female and are between 36-45 years old, they hold the position of teacher, having over 25 years of experience in education, being first-degree holders;

Most of the teachers, among those surveyed, say they are satisfied with the school where they teach, and in second place are those who say they are very satisfied with the school where they teach. Thus, we can conclude that the teachers from the theoretical high schools of Satu Mare County have a high degree of satisfaction with the school where they work.

Most of the teachers who completed the questionnaire have been teaching in the same school for over 10 years, followed by those who teach between 2 and 5 years. Most of them stayed to teach in the same school due to the fact that they are regulars and that the school is close to home. This may suggest that teachers do not stop teaching because they are satisfied and satisfied with the school they teach. Given this aspect, it is curious that a large part of those surveyed chose to stay in the same school for the teaching staff, which inspired their confidence and offered the chance for a good collaboration. I conclude, from the above, that trust and collegiality are attributes that are appreciated in the teaching staff and that they can influence teacher satisfaction.

Most of the teachers surveyed believe that the school in which they teach largely met their expectations. So we can say that the teachers in question are satisfied with the school they teach.

Most of the teachers in question consider that the atmosphere and atmosphere in the school where they teach is good or very good, so it can be appreciated that in terms of this indicator, teachers feel satisfied.

Regarding the endowments of the schools, most of the respondents considered that:

- The classrooms are in a good or even very good situation;
- Laboratories and cabinets are in a satisfactory or inadequate condition;
- School libraries are considered to be satisfactorily equipped;
- The halls and the sports field are considered to be inadequately equipped;
- Teaching materials are considered inappropriate or satisfying;
- The medical office is considered inadequate;
- The counseling and guidance office has inadequate conditions;
- The toilets are in good condition;

According to the above, we can conclude that overall the teachers in question are dissatisfied with the facilities of the school, which need improvement in some respects.

Regarding the school's concerns regarding various issues (set out below), most teachers considered that:

- The conditions of comfort and hygiene are good and very good;
- Student safety is good or very good, even excellent;
- The security conditions of teachers are good, very good and excellent;
- The application of the Regulations in force (Student Regulations, ROF) exists in a good or very good manner;
- The program / schedule is very good or excellent;
- Extracurricular programs, projects and activities are very good or excellent;
- Professional development programs for teachers are good or very good;
- Support programs for beginning teachers are good or very good;
- The representation of the rights and interests of teachers (assessments related to trade union activity) is good or satisfactory;

As stated above, it can be concluded that the teachers in question are satisfied with the concerns of the school regarding the above issues.

Regarding the management of the school, most of the respondents consider that:

- Communication between management and students is good, very good or excellent;
- Communication between management and parents is good or very good;
- Communication between management and teachers is excellent or very good;
- Communication between management and support staff is very good or excellent;
- The way of establishing the curriculum at the decision of the school is a very good or excellent one;
- The involvement of students in school life is good and very good;
- Involvement of parents in school life is good and very good;
- The involvement of teachers in school life is very good and excellent;
- Concern for improving the quality of the educational services offered is a very good or excellent one;
- The way your requests have been answered is very good or excellent;
- Transparency in decision making is good or excellent;

- The way of derogating from the tasks and attributions is very good and good;

As we can see in the above, the teachers surveyed are satisfied with the management of the school, in terms of the aspects and indicators listed above.

Regarding the relationship of the school with the parents, most of the respondents consider that the relationship is very good or good and their involvement in the school activity is a good one, thus being able to conclude that the teachers are satisfied with this aspect.

The relationship of the teachers interviewed with the students is excellent or very good, according to most of the answers recorded, and the relationship with the other teachers is very good and excellent. Also, the relationship with the school management is very good and excellent, as well as with the non-teaching and auxiliary staff. We note that the relationship between staff in the schools surveyed is very good, thus generating a reason for teacher satisfaction.

The salary of teachers is considered by most respondents to be good or satisfactory, which leads us to say that in this respect teachers are not necessarily satisfied and that this could be improved. Also, the economic investments in the public education system are considered by most respondents as inadequate or unsatisfactory. This leads to dissatisfaction among teachers.

As for the teachers' days off and holidays, most of them support the idea that they are excellent and very good, being satisfied with this aspect.

The workload in relation to pay is considered by most to be inadequate or unsatisfactory. Teachers being dissatisfied with the appearance.

Professional development programs are considered by the majority to be satisfactory or good, thus noting that from this point of view, there is not a high degree of satisfaction among teachers. Also, the award for performance is considered by most to be inappropriate, thus leading to a low level of satisfaction.

The program and schedule of teachers is considered by most teachers surveyed as very good and good, being satisfied from this point of view.

The security conditions in the schools are considered very good and good by most of the teachers surveyed, and they are thus satisfied with this aspect. As in the case of safety conditions, the hygiene conditions in the schools are very good and good, the teachers being satisfied from this point of view.

Regarding the indicator, the work environment, most of the surveyed teachers declare themselves to be very good or good, thus being satisfied from this point of view.



The defense and observance of rights is considered by most teachers surveyed to be very good and good, being satisfied with this aspect.

Most of the respondents consider that the way to be promoted to another position is a good and very good one, thus declaring that they are satisfied with this aspect. The same applies to the distribution of posts in the education system.

The way in which the merit grading is assigned is considered by the majority to be inappropriate, being dissatisfied with this aspect.

The surveyed teachers consider that the social status offered by the position they hold is a good or very good one, thus being satisfied from this point of view.

Most of the teachers surveyed consider that the feeling of personal prestige regarding the fact that they hold this position and that the education system offers them this aspect to a large extent is very important and important.

The opportunity for personal and employment growth and development is very important and important for most teachers, and the education system provides them with this to a large extent.

The prestige of work within the institution (the consideration of those who work in the school) is considered by most of those surveyed to be very important and important. The education system providing them with a good and very good measure of this aspect.

Most questioning teachers consider the possibility of being independent in thought and work to be very important and important, and the education system offers them to have independence of thought and action to a good and very good extent.

Regarding the feeling of security at work, most say that this feeling is very important and important and within the education system it offers this feeling to a good extent and even very good.

The feeling of self-realization from the position held within the institution is considered to be very important and important by most of the teachers surveyed.

Most respondents consider that the prestige of work outside the institution (considering those who do not work in the school) is important and very important and the education system offers to a large and very good extent this aspect.

The feeling that something good is being achieved through one's own profession is very important and important for most of the teachers surveyed. This aspect is offered by the education system to a good and very good extent.

The opportunity to help other people through your work is considered to be very important and important by those surveyed, and the education system offers you this opportunity to a great and very good extent. Also the opportunity to set goals and make decisions is very important and important for most of the teachers surveyed and in the education system this opportunity is offered to a very good and good extent.

Also very important and important is considered to be the opportunity to choose your own methods and work procedures, this aspect being offered by the education system to a very good and good extent.

The labor authority is also considered to be very important and important by most of those surveyed and that the education system offers this aspect to a very good and good extent.

The opportunity to develop friendships at work is in turn considered to be very important and important by the teachers surveyed, the education system offers you this opportunity to a very good and good extent.

Most questioning teachers do not hate their jobs at all and are not equally indifferent to them. Most of them say that they like their job very much and are just as excited about it. At the same time, most of them say that they love their job very much.

Most of the teachers surveyed said that they feel satisfied at work almost all the time.

Most of the teachers stated that they totally disagreed with the statement "I would leave this post immediately if I found something else to do" and also totally disagreed with the statement "I would like to change both my job and my profession". Also, regarding the statement "I would like to change my current job with another in the same field of activity" most of them declared that they totally disagreed.

Regarding the statement "I am not looking forward to changing my job but I would do it if I could get one with a higher salary and better working conditions" most disagree or totally disagree, and related to the statement "I can't think of any other job in exchange for which I would leave mine", most of them said that they totally disagree.

Most of the teachers who answered the questionnaire would not exchange their jobs for anyone else.

According to the answers recorded, most teachers consider that the school serves the interests of students to a very large extent, and in the case of the interests of teachers to a large extent and in the case of school management to a very large extent.

Most respondents to the questionnaire would choose, if they could, to a very large extent to re-enter the education system, would choose to teach in the same school and would recommend and promote the school in which they work.

From the above we can conclude that, overall, the answers given to the questions in the questionnaire have a positive trend, ie most of the answers are good and very good or largely and to a large extent. We can say that at the level of Satu Mare county, among the teachers who teach in the theoretical high schools of this county there is a high degree of satisfaction, which can be increased and improved by solving the aspects of the questionnaire that recorded negative answers and by continuous development. of those who recorded positive responses.

### **Future research directions and limits**

Although this paper has a number of merits and contributions to the enrichment of general and specific knowledge about satisfaction in the education system, succeeding in building a tool (questionnaire) to assess teacher satisfaction and discuss the main negative factors influencing the application of such instrument in schools, has a number of limitations and offers the possibility of developing and investigating new directions of future research.

First of all, the present research refers to and tries to develop a satisfaction measurement tool that refers only to a certain category of clients of the education system, namely teachers. Thus, we can talk about a research direction in which to try to create tools for evaluating / measuring satisfaction and the ranks of other categories of customers of the education system: students, parents, community, non-teaching and support staff.

Secondly, the indicators that were the basis for the development of the questionnaire of this paper match the needs and requirements of teachers who teach in theoretical high schools, so a future direction of research is given by the fact that in the future measuring the satisfaction of teachers in all fields, forms and levels of the Romanian education system, for example: a tool for measuring the satisfaction of teachers in high schools with a technological profile.

Thirdly and lastly, this research was carried out at the level of only one county and all the schools included in the study are located in the urban environment. Therefore, in the future, the research could be extended to rural or other counties or regions or even nationally.

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