

# A Quantitative Analysis of the Determinant Factors of Job Satisfaction among Albanian Elementary School Teachers

**Enida Kume**

Faculty of Education, "Aleksandër Moisiu" University, Durrës, Albania

E-mail: [enidak@hotmail.it](mailto:enidak@hotmail.it)

<https://orcid.org/0000-0002-3187-0418>

**DOI: 10.47760/cognizance.2024.v04i04.001**

*Abstract- The quantitative assessment of job satisfaction among Albanian Elementary School Teachers, identification of determinant factors and ranking them are objectives of this study. Descriptive analysis and Exploratory Factorial analysis of the data obtained from interviews of 205 teachers showed that referring to Job satisfaction Albanian Elementary School Teachers are classified at "Good" level. The intrinsic motivation factors have a greater effect than the extrinsic/hygiene factors on teachers' job satisfaction. To increase the teachers' job satisfaction are necessary the changes in reward policies, reduce the number of pupils in the class, more effectively organize the teachers' workload in classroom and outside school.*

*Keywords- Elementary school, Teacher, Job satisfaction, Determinant factors, Albania*

## I. INTRODUCTION

The success of the educational system is conditioned by the level of achievement of the objectives that the educational policies foresee for development of schools as the main institutions of this system. This requires that the responsible institutions and society in general commit continuously to increase the institutional capacities and infrastructure of the schools. In particular, strengthening the capacities that support increasing of the effectiveness in the work of teachers is one of the important tasks of elementary education system. As emphasized in the [Albanian National Strategy of Education, 2021-2026](#), the teacher is one of the most important human capitals and assets in society. The role and results of his work are closely related not only to today but, much more than that, to the future of the country and society.

In Law no. 69/2012, "[On the pre-university education system in the Republic of Albania](#)" [Article 3](#), the teacher is considered one of the most important institutions of the education system in Albania, the results of whose work condition the achievement of the objectives of this system. Meanwhile, it is important to emphasize that success in the work of teachers depends on a large number of factors. Among these factors take part all the factors that affect the teacher job satisfaction, also. ([Bezati, \(2012\)](#); [Kume, \(2020, 2021\)](#)). Consequently, the researches for identification of these factors and for the estimation of the effects of their influence on job satisfaction among the teachers are important. The results of these researches are an important resource for compiling the public policies and for legislative and institutional reforms in the education system, through the implementation of which the aim is to increase the effectiveness of this system.

## II. LITERATURE REVIEW

The job satisfaction of employees is one of the arguments whose study is given a special place in the current literature. The researchers of this argument state that job satisfaction is a manifestation of the behavior and reaction of employees to work, which is realized as a result of the action and cooperation of a considerable number of endogenous and exogenous factors.

[Bolman et al. \(2008\)](#) emphasize that: "... when individuals find satisfaction and when work makes sense to them, the organization benefits from the effective use of their energy and talent. On the contrary, when pleasure

and work do not make sense to them, individuals withdraw, become resistant, rebel. After all, everyone loses". [Judge, & Watanabe, \(1993\)](#), argued that "the study of job satisfaction, ... in order to increase the level of this job satisfaction, is important... because job satisfaction is an important element for psychological health and also affects the life satisfaction of employees". [Wanous, & Lawler, \(1972\)](#) and [Vroom \(1995\)](#) was argued that the job satisfaction is an emotional state of the employee that is significantly conditioned by how much and how the employee has grown or avoided what he or she has predetermined, what he or she finds attractive or not, desirable or important.

According to [Demirta, \(2010\)](#) "Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience".

Job satisfaction is closely related to psycho-emotional feelings of employees towards the work they do. It is conditioned by a set of factors to which the individual reacts depending on the feelings they cause in him. The emotional loads that accompany the interaction of the individual with the acting factors in his psyche, which are related to the work they do and the work environment, are the main generators of his job satisfaction ([Anna Dorozynska \(2016\)](#); [Judge, & Hulin, 2009](#); [Kume, 2020](#); [Sabljari, et al \(2020\)](#); [Rodríguez, 2022](#), [Zumrah, et. al. 2022](#)).

Related to the job satisfaction of teachers and their impact on quality of education system a lot of opinions have been published.

[Demirta, Z. \(2010\)](#) underlines that: "The high level of job satisfaction of teachers has a positive impact on the achievement of educational goals. It is expected that a school that has teachers with a high level of job satisfaction, will provide qualified education and prepare successful students". [Langguyuan-Kadtong, et al. \(2017\)](#) affirm that: "Teachers dissatisfied with their work are not committed and productive. They do not perform to the best of their ability. Consequently, not only the objective of education will be in serious danger, but also the efforts to achieve national objectives for economic, social and cultural development will encounter serious obstacles". According to [Rana, et al \(2023\)](#) "...enhancing the job satisfaction of elementary school teachers can improve school effectiveness and quality of education" In his PhD thesis [Queyrel-Bryan, \(2017\)](#) emphasize that: "Job satisfaction is particularly important within the elementary school level as it provides children their initial educational experience during their formative years".

According to [Akhtar et al. \(2010\)](#); [Baluyos et al. \(2019\)](#); [Javorčíková et al. \(2021\)](#), teachers are essential factors in the learning process. It is very important that teachers are satisfied with the working conditions. In this way they can perform well and, consequently, will realize a quality learning process with their students. will be greater. their contribution to the success of the school, in general, will be more effective.

[Kazi Enamul Hoque et al \(2023\)](#) emphasize that: "Teacher job satisfaction refers to a teacher's overall emotional experience and cognitive expression of their occupation, working conditions, and state" and "Teacher job satisfaction is an important way to enhance teachers' sense of identity and belonging to the school, as well as to improve teachers' professional attractiveness"

The studies related to job satisfaction among teachers in pre-university education system in Albania are limited. [Kloep, & Tarifa, \(1994\)](#) have studied the links between working conditions, work style and job satisfaction of Albanian teachers. [Bezati, \(2012\)](#) communicates that the level of job satisfaction among teachers in secondary high school in Albania is estimated at the above average level (2.9 score versus max 5 scores). The level of job satisfaction has a strong connection with the salary, their connection with the behavior of problematic students is moderate, while it is stronger with factors related to the school environment, relationships with colleagues and relationships with parents. According to [Bezati, \(2012\)](#) teachers' job satisfaction is affected by "number of students in the classroom" and "school location". [Kume, \(2020, 2021\)](#) has published their research results for the identification of factors determining the level of job satisfaction of teachers in lower secondary schools in Albania.

The aims of the present study are the evaluation the level of job satisfaction among Albanian teacher in elementary school and identification of determinant factors of their job satisfaction. Ranking of the factors according to their importance in the level of job satisfaction is another purpose of this study.

### III. MATERIAL AND METHODS

#### *Research questions*

What is the average level of job satisfaction among Albanian Elementary School Teachers?

What are the factors that affects the level of job satisfaction among Albanian elementary school teachers?

#### *Research hypothesis*

H<sub>0</sub>: The job satisfaction among the teachers in the elementary school in Albania is a manifestation of their attitude towards the work task that is conditioned by internal psycho-emotional factors and hygiene/ external factors.

#### *Data*

The data for this study derives from the answers received from 205 teachers in primary schools. These schools are distributed in the central region of Albania, where live about 69% of the Albanian population. The questionnaire with 24 questions used was drafted after consultation with the literature ([Brayfield & Rothe 1951](#); [Tasnim, 2006](#); [Bezati, 2012](#), [Ngimbudzi, 2009](#); [Zhilli, 2014](#); [Kotherrja, 2015](#); [Teneqexhi, 2016](#); [Tirana, 2018](#)). The question's answers generate the values a five-point Likert scale variables, 1=strongly disagree; 2=disagree; 3=between agreeing and disagree; 4=agree; and 5=strongly agree.

#### *Characteristics of the sample*

About 18% of the teachers participants in this study work in private schools Nationwide, private elementary schools account for about 14% of the total number of these elementary schools. The sample is representative in terms of the distribution of schools in urban and surrounding / rural areas (70.0% / 30% sample vs 67.3% / 32.7% national level;  $p < 0.05$ ). All teachers interviewed are female. 24.4% of interviewed teachers belong to the age group 20-30 years old, 47,3% to 31-40 years old and 28.3% to >40 years old. According to the seniority at work as teacher, <5 years are 30.2% of of teachers interviewed, 6-10 years 50.7% and > 10 years 19.0%. in relation to civil status;19.5% of interviewed teachers was single, 65,5% married, 14.1% divorced and 4.9% widow. 72.2% was mothers with children.

#### *Data analysis methods*

Descriptive statistical analysis was used to evaluate the level of job satisfaction among teachers in the primary schools. Exploratory Factorial Analysis results was used to identify the factors that affects the level of job satisfaction among the Albanian teachers in the primary education cycle. The linear multifactor regression analyze was served for the quantitative evaluation of relationships that exist between job satisfaction and the factors and/or group of factors that are responsible for the psycho-emotional states and teachers' behavior towards the profession and their task. This quantitative model was be used to judge about the interventions that should be made in the system of elementary education with the purpose to increase its quality in the education of young people.

### IV. RESULTS

#### *Descriptive analyze*

The average scores for the factors that are responsible for fostering job satisfaction are given in Figure 2. Job satisfaction is estimated with  $3.68 \pm 0.49$  scores, while the average scores for the motivational/ intrinsic factors that determine the value of job satisfaction among the Albanian teachers in elementary school, is estimated with  $4.10 \pm 0.37$  scores and hygiene/extrinsic factors  $3.54 \pm 0.51$  scores. Based on these results, it can be affirmed that referring to job satisfaction, Albanian teachers in elementary schools can be ranked at "Good" level. Among the motivation, intrinsic, factors, according to interviewed teachers the most important are "Working as a teacher does not bore me" ( $4.4 \pm 0.41$  scores), "Working as a teacher I done with desire" ( $4.3 \pm 0.32$  scores) and "Working as a teacher is interesting and full of challenges" ( $4.3 \pm 0.38$  scores). Regarding the hygiene, extrinsic, factors, the teachers expressed greater agreement with the factors: "Changing the workplace is not an alternative for me" ( $4.3 \pm 0.41$  scores), "The managers respond to my requests and needs" ( $4.1 \pm 0.32$  scores) and "We also share with colleagues the problems that are not only related to work" ( $3.8 \pm 0.40$  scores). The teachers singled out as factors that have a negative impact on their level of job satisfaction: "The number of students in the class is acceptable" ( $2.5 \pm 0.32$  scores), "The salary is acceptable" ( $2.8 \pm 0.42$  scores), "The workload outside the classroom is normal" ( $3.5 \pm 0.45$  scores) and "The didactic tools are sufficient" ( $3.3 \pm 0.26$  scores).



Figure.2. The average scores of the determinant factors of job satisfaction among teacher in elementary school

The above findings are similar to those published by other authors, Albanian and foreign (Bezati, 2012; Kotherja, 2015; Queyrel-Bryan, 2017; Özkan & Akgenc, 2022; Hoque et al. 2023).

*Explanatory Factorial analyzes*

Explanatory Factor Analysis results are given in Table 1 and Table 2.

Table 1 Factor analyze: Total Variance Explained\*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.104	21.017	23.012	6.104	21.017	23.012	3.986	22.312	22.312
2	5.342	18.507	39.524	5.342	18.507	39.524	2.754	17.104	39.326
3	4.821	14.001	53.525	4.821	14.001	53.525	2.443	12.804	52.130
4	3.966	10.201	63.726	3.966	10.201	63.726	2.018	11.872	64.002
5	3.002	9.352	73.078	3.002	9.352	73.078	1.966	8.927	72.929
6	1.546	6.129	79.207	2.546	6.129	79.207	1.306	6.009	78.938
7	0.937	3.153	82.360	1.837	3.153	82.360	1.001	3.422	84.360
8	0.899	1.378							
9	0.801	1.102							
.....	.....	.....	.....						
27	.0001	0.0006	100.00						

Extraction Method: Principal Component Analysis.

\* Kaiser-Meyer-Olkin 0.872

The first seven principal components, having eigenvalues  $\geq 1$ , explain about 82.36% of the total variance of depended variable “Job satisfaction”. These seven principal components will be used as latent variables. The value of the Kaiser-Meyer-Olkin coefficient results 0.872. This supports the statistical validity of the results obtained from Explanatory Factor Analysis.

Based on the weight values of the different factors that composed each of the first seven principal components (Table 2), the corresponding latent variables of these components was named: (i) Personal feeling (PF), (ii) Renumeration (RE), (iii) Motivation (M), (iv) Promotion (P), (v) Relationship with Leaders (RL), (vi) Relationship with colleagues (RC) and (vii) Working environment conditions (WEC).

**Table 2 Rotated Component Matrix**

	Component						
	1	2	3	4	5	6	7
	PF	RE	M	P	RL	RC	WE C
Working as a teacher is interesting and full of challenges	.821						
The work does inspire me	.704						
The work does match my spiritual feelings	.684						
Working as a teacher made me feel appreciated	.697						
The salary I get is good		.817					
Rewards and evaluations are done correctly		.803					
Labor relations give me the job`s security			.733				
I work as a teacher willingly			.718				
Working as a teacher does not bother me			.704				
Changing the workplace is not an alternative for me			.653				
The job gives me career opportunities				.762			
The work gives me opportunities for continuous qualification				.754			
The trainings are effective				.703			
Managers evaluate my work objectively					.702		
Leaders are communicators					-.692		
The managers respond to my requests and needs					.673		
Managers value my thoughts and proposals					-.605		
Cooperation with colleagues is good						.635	
I share my problems that are not only related to work with colleagues, also.						.801	
The social environment is supportive and encouraging for work						.754	
The school environment gives me opportunities for creative work with pupils							.676
Didactic tools are sufficient							.712
The number of pupils in the class is acceptable							.721
The workload outside the classroom is normal							.705
Cronbach's Alpha	0.82	0.84	0.76	0.73	0.81	0.74	0.76

Cronbach alpha values (Table 2) confirm the reliability of these latent variables.

In order to evaluate the relationship between job satisfaction, as a dependent variable and the latent variables above, as independent variables, a multifactorial regression analyze was used. The values for the dependent variable - job satisfaction - are the mean values calculated using the data obtained from each teacher's responses. The values of the latent variables are the results obtained from the above explanatory factor analysis.

The results of the regression analysis are present in tables 3, 4, 5.

**Table. 3 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 <sup>a</sup>	.670	.614	1.316

a. Predictors: (Constant), PF, RE, M, P, RL, RC, WEC

The value  $R^2 = 0.614$  indicates that independent variables (latent variables) explain about 61.4% of the total variance of the dependent variable (Job satisfaction).

**Table 4. ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	13.07	7	1.867	10.258	.00 <sup>b</sup>
	Residual	36.15	198	0.182		
	Total	49.22	204			

a. Dependent Variable: Overall job satisfaction

b. Predictors: (Constant) PF, RE, M, P, RL, RC, WEC

**Table 5. Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	$\beta$	Std. Error	$\beta$			
1	(Constant)	0.552	.030		12.128	.000
	PE	0.203	.046	0.227	10.412	.000
	RE	0.124	.056	0.166	7.453	.000
	M	0.131	.071	0.189	9.216	.000
	P	0.076	.089	0.054	2.744	.090
	RL	0.086	.062	0.099	5.935	.000
	RC	0.063	.054	0.051	2.002	.096
	WEC	0.122	.042	0.148	8.121	.000

a. Dependent Variable: Overall job satisfaction

This result shows that the linear regression model well reflects the relationship between job satisfaction of teachers in the elementary education cycle and the factors that are *a priori* accepted to influence on her formation. Since the linear model explains about 61% of the total variance and on the other hand the regression coefficients  $\beta$  are statistically different from zero ( $p < 0.05$ ), it can be stated that, with the exception of the factors that correspond to the variable (P) and variable RC, each of the other groups of factors has a statistically significant effect on job satisfaction of teachers in the elementary education cycle in Albania.



## V. DISCUSSION

The level of job satisfaction among teachers in the elementary schools, shows that the elementary Albanian education system does not meet all expectations and does not fully justify the enthusiasm of the corresponding public policies. The difference between the mean scores that teachers declare for factors related to motivation ( $4.10 \pm 0.37$ ) and for factors named hygiene, ( $3.54 \pm 0.51$ ), ( $p < 0.05$ ) shows that, the job satisfaction among teachers of elementary school is more affected by the intrinsic factors. As a result, to increase the level of job satisfaction among these teachers, the reconceptualization of relevant public policies related to this Albanian educational cycle and improvement of the management and administration processes at the school are necessary. These results are comparable to those published by other Albanian authors ([Kloep & Tarifa \(1994\)](#); [Bezati, \(2012\)](#), [Teneqexhiu \(Polena\), \(2016\)](#))

Teachers' assessment of salary and other rewards, as extrinsic factors that affect job satisfaction, is similar to that published by other authors ([Gritz and Theobald, 1996](#); [Ingersoll, 2001](#); [Bezati, 2012](#); [Shabbir, 2015](#); [Kotherja, 2015](#); [Amzat, et al. 2017](#); [IES, 2021](#); [Granger et al. 2022](#))

Referring to the values of standardized regression coefficients, ( $\beta$ ), (Table 5), the factors responsible for job satisfaction among Albanian teachers in the elementary education cycle can be ranged as following:

Personal feeling (PF), which are caused by the spiritual and psychological approach that teachers have to the challenges they face in practicing their profession, is evaluated as the most important for the effect they cause on their job satisfaction,  $\beta = 0.227$  ( $p < 0.00$ ).

Motivation (M), which is based on the feelings and psychic approach of teachers to the profession and the work they do, ranks second for the effect it has on the overall job satisfaction of teachers in elementary school education,  $\beta = 0.189$  ( $p < 0.00$ ).

Remuneration (RE), salary and other rewards ( $\beta = 0.166$  ( $p < 0.00$ )), are the factors that teachers consider. This result is different from the result communicated by [Bezati, \(2012\)](#)

The teachers' assessment regarding to the effect of pay and other rewards on their job satisfaction (Salary 2.8 scores and bonuses 3.2 scores out of a maximum of 5 scores), as noted by [Sharma & Jyoti \(2010\)](#), also, affect negatively on the job satisfaction. This situation highlights the need to review pay and reward policies in elementary education cycle

Working environment conditions (WEC), which includes the physical environment of the school, the didactic tools that teachers have for carrying out their teaching process, the number of students in the classroom and the workload outside the classroom, are evaluated by teachers as factors that have a significant effect on job satisfaction ( $p < 0.01$ ). Despite this, the effect of these factors is moderate,  $\beta = 0.148$ . This result is similar to that published by [Ahmad Suriansyah & Aslamiah \(2018\)](#); [Javorčíková et al. \(2021\)](#), [Jennifer R McGee et al. \(2022\)](#).

Relationship with Leaders (RL), is considered by elementary school teachers as a factor that affects their level of job satisfaction,  $\beta = 0.099$  ( $p < 0.01$ ). This is a result similar to that communicated by other authors: [Demirta, \(2010\)](#); [Bezati, \(2012\)](#); [Gianina-Ana Massari. \(2015\)](#); [Javorčíková et al. \(2021\)](#)

Comparing the above results with the literature's data, it can be said that, even in the case of Albanian teachers who teach in the cycle of elementary education, the group of factors that are responsible for their job satisfaction are, in general, same as those communicated by other researchers. Regarding the ranking of factors, based on the assessment of the quantitative effect and their contribution to job satisfaction, our results are not the same as those communicated by other authors ([Murnane, R. J., & Olsen, R. J. 1990](#); [Njanja, et al, 2013](#), [Dhull. & Jain 2017](#)). The similar result is only related to teachers' assessment of the relationship between pay and rewards with their job satisfaction, while the difference is significant for the role that relationships with leaders play in job satisfaction.

The above results can serve as important information for decision-makers in the process of drafting policies for the development of the elementary education system in Albania. These policies should be focused first of all on finding solutions that affect the increase of teachers' positive feelings for the profession. In addition to them, it is necessary to design and implement programs through which it is necessary to aim increase the level of motivation in the work of teachers. The increases of teachers' income and the improvement and effectiveness increase of other rewards are necessary to increase the level of job satisfaction among the teachers in elementary school.

The results of the regression analysis show that in order to increase the job satisfaction of teachers, school managers should engage in improving the work environment in the school. Increase of objectivity in the assessment of teachers' work, effective communication with them, meeting requests and needs and evaluating

teachers' opinions and proposals for the teaching process, were identified as important objectives in the work that school managers and education administrators should do to increase the job satisfaction among teachers.

## VI. CONCLUSION

Job satisfaction among Albanian teachers in the elementary education cycle is evaluated at the "Good" level. To increase the level of job satisfaction are need the intervention in public policies related to this educational cycle system and improve the processes of administration and management in schools.

Job satisfaction in Albanian teachers in the elementary education cycle is an expression of a psycho-emotional state and their behavior towards their profession and duty, which are conditioned by personal feeling, motivation intrinsic factors, remuneration policies, working environment conditions, didactic tools, number of students in the class, workload outside the classroom and relationships with leaders.

The relationships with colleagues and promotion does not result as factors with a significant effect on job satisfaction among teachers in elementary school in Albania.

## REFERENCES

1. Ahmad Suriansyah and Aslamiah (2018). Teacher's Job Satisfaction On Elementary School: Relation To Learning Environment. *The Open Psychology Journal* 11(1):123-130. <http://dx.doi.org/10.2174/1874350101811010123>
2. Akhtar, Sh. N., Syed Imtiaz Hussain Naqvi, Muhammad Aamir Hashmi (2010). A comparative study of job satisfaction in public and private school teachers at secondary level. *Procedia - Social and Behavioral Sciences* 2(2):4222-4228. December 2010 [https://www.researchgate.net/publication/238384695\\_A\\_comparative\\_study\\_of\\_job\\_satisfaction\\_in\\_public\\_and\\_private\\_school\\_teachers\\_at\\_secondary\\_level](https://www.researchgate.net/publication/238384695_A_comparative_study_of_job_satisfaction_in_public_and_private_school_teachers_at_secondary_level)
3. Anna Dorozynska (2016) Teacher job satisfaction in primary schools - The relation to work environment. *MSc Thesis Department of Education and Special Education. Gothenburg University* [https://gupea.ub.gu.se/bitstream/2077/51390/1/gupea\\_2077\\_51390\\_1.pdf](https://gupea.ub.gu.se/bitstream/2077/51390/1/gupea_2077_51390_1.pdf)
4. Amzat, I.H., Don, Y., Fauzee, S.O., Hussin, F. and Raman, A. (2017). Determining Motivators and Hygiene Factors among Excellent Teachers in Malaysia. *The International Journal of Educational Management*, 31, 78-97. <https://doi.org/10.1108/IJEM-03-2015-0023>
5. Baluyos, R.G., Rivera, H. L., Esther L. Baluyos, E., L. (2019). Teachers' Job Satisfaction and Work Performance. *Open Journal of Social Sciences* 07(08):206-221. [https://www.researchgate.net/publication/335236589\\_Teachers'\\_Job\\_Satisfaction\\_and\\_Work\\_Performance](https://www.researchgate.net/publication/335236589_Teachers'_Job_Satisfaction_and_Work_Performance)
6. Bezati, F. (2012). Faktorët që ndikojnë në kënaqësinë e punës së mësuesve të arsimit bazë në Shqipëri. <https://www.yumpu.com/xx/document/view/38241991/doktoratura-fatmir-bezati-fakulteti-i-shkencave-sociale->
7. Bolman, L. G. & Deal, T. E. (2008). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jessy-Bass. <https://www.amazon.com/Reframing-Organizations-Artistry-Choice-Leadership/dp/0787987999>
8. Brayfield, A. H., Rothe, H. F. (1951). An index of job satisfaction. *Journal of Applied Psychology*, 35(5), 307–311. <https://doi.org/10.1037/h0055617>
9. Demirta, Z. (2010). Teachers' job satisfaction levels. [https://www.researchgate.net/publication/251713327\\_Teachers'\\_job\\_satisfaction\\_levels](https://www.researchgate.net/publication/251713327_Teachers'_job_satisfaction_levels)
10. Dhull, K., Jain, M. (2017). A study of attitude towards teaching profession in relation to job satisfaction among secondary school teachers. *International Education & Research Journal [IERJ]. Volume: 3. Issue:1 January, 2017.* <http://ierj.in/journal/index.php/ierj/article/view/645>
11. Gianina-Ana Massari (2015). Key factors of preschool and primary school teachers job satisfaction. *PedActa. Volume 5, Number 1.* <https://scholar.google.com/scholar?oi=bibs&cluster=1440830289403617862&btnI=1&hl=ca>
12. Granger, A., Woolfolk, F., Griffin-Brown, J. (2022) Teacher Salary and How it Relates to Job Satisfaction. *Journal of Business Studies Quarterly*. 2022, Volume 11, Number 4 [https://jbsq.org/wp-content/uploads/2022/06/June\\_2022\\_2.pdf](https://jbsq.org/wp-content/uploads/2022/06/June_2022_2.pdf)
13. Gritz, R. Mark, Theobald, Neil D. (1996). The Effects of School District Spending Priorities on Length of Stay in Teaching. *Journal of Human Resources*, V31, N3, p.477-512. <https://eric.ed.gov/?id=EJ527069>
14. Hoque, K.E., Wang, X., Qi, Y., Norzan, N. (2023) The factors associated with teachers' job satisfaction and their impacts on students' achievement: a review (2010–2021). *Humanit Soc Sci Commun* 10, 177 (2023). <https://www.nature.com/articles/s41599-023-01645-7>



15. Hulin, C. L., Judge, T. A. (2003). *Job attitudes*. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology, Vol. 12* (p. 255–276). John Wiley & Sons Inc. <https://doi.org/10.1002/0471264385.wei1211>
16. Ingersoll R.M.(2001).Teacher Turnover and Teacher Shortages: An Organizational Analysis. <https://doi.org/10.3102%2F00028312038003499>
17. IES (2021) Teacher Satisfaction with Salary and Current Job. *A Publication of the National Center for Education Statistics at IES*. <https://nces.ed.gov/pubs2018/2018116rev.pdf>
18. Javorčíková, J., Vanderková, K., Ližbetinová, L., Lorincová, S.,Hitka, M. Teaching Performance of Slovak Primary School Teachers: Top Motivation Factors. *Educ. Sci. 2021, 11, 313*. <https://doi.org/10.3390/educsci 11070313>
19. Jennifer R McGee, Shoaf, G., Huelsman, T., Mc Clannon, T. (2022). The Complexity of Teacher Job Satisfaction: Balancing Joys and Challenges. *Journal of School Leadership. Volume 33, Issue 5*. <https://doi.org/10.1177/10526846221143039>
20. Judge, T. A., Watanabe, S. (1993). Another look at the job satisfaction-life satisfaction relationship. *Journal of Applied Psychology, 78*, 939-948. [Job Satisfaction - Timothy A. Judge](https://doi.org/10.1037/0021-9010.78.5.939)
21. Kazi E. H., Wang, X., Qi, Y., Norzan, N. (2023) The factors associated with teachers' job satisfaction and their impacts on students' achievement: a review (2010–2021). *Humanities and Social Sciences Communications*. (2023) 10:177 p.1-7 <https://doi.org/10.1057/s41599-023-01645-7>
22. Kloep, M., Tarifa, F. (1994). Working conditions, work style, and job satisfaction among Albanian teachers. Vol. 40, No. 2 (1994), p. 159- 172. [https://www.academia.edu/21956163/Working\\_conditions\\_work\\_style\\_and\\_job\\_satisfaction\\_among\\_Albanian\\_teachers](https://www.academia.edu/21956163/Working_conditions_work_style_and_job_satisfaction_among_Albanian_teachers)
23. Kotherrja, O. (2015). Motivation and performance at work (school teachers). PhD thesis. <http://www.doktoratura.unitir.edu.al/>
24. Kume, E. (2020) Job satisfaction among teachers in lower secondary schools in Albania-an empirical study DOI: 10.46827/ejes.v7i11.3334 Volume 7 | Issue 11 | 2020 [Journal of Practical Studies in Education \(JPSE\)](https://www.ejes.org/index.php/ejes/article/view/1046827)
25. Kume, E (2021) Descriptive study on the factors that influence job satisfaction among teachers in lower secondary education institutions in Albania. <https://www.sociology.al/sites/default/files/Vol%2015%20No%201%20%2851%29%202021.pdf>
26. Law no. 69/201, amended “ On pre-university education system in Republic of Albania” <https://arsimi.gov.al/ligj-nr-69-2012-per-sistem-in-arsimor-parauniversitar-ne-republiken-e-shqiperise-i-azhornuar/>
27. Ministry of Education and Sports (2021) “National Strategy of Education , 2021-2026” <https://arsimi.gov.al/wp-content/uploads/2021/05/Draft-Strategjia-per-Arsimin-2021-2026.pdf>
28. Murnane, R., Olsen, J.R. (1990). The Effects of Salaries and Opportunity Costs on Length of Stay in Teaching: Evidence from North Carolina. *Journal of Human Resources, 1990, vol. 25, issue 1*, 106-124. <http://www.jstor.org/stable/pdfplus/145729>
29. Njanja L.W., Mania. N.R., Kibet, K.K., Njagi K. (2013). Effect of reward on employee performance: A case study of Kenya power and lighting company Ltd, Nakuru, Kenya. *International Journal of Business and Management; Vol. 8, No. 21; fq.41-49*, <http://www.ccsenet.org/journal/index.php/ijbm/article/view/21179>
30. Ngimbudzi, F.W. (2009). Job satisfaction among secondary school teachers in Tanzania: The Case of Njombe District. *Master's Thesis in Education*. <https://jyx.jyu.fi/bitstream/handle/123456789/25482/1/URN%3ANBN%3Afi%3Aju-201010152985.pdf>
31. Queyrel-Bryan, J. (2017) The Job Satisfaction of Elementary Teachers and the Effects of Selected Professional Practices. *PhD thesis, University of Nevada, Reno*. <http://hdl.handle.net/11714/2056>
32. Özkan, U.B., Akgenç, E. (2022) Teachers' Job Satisfaction: Multilevel Analyses of Teacher, School, and Principal Effects. *FIRE: Forum for International Research in Education*. Vol. 7, Iss. 3, 2022, pp. 1-23. <https://doi.org/10.32865/fire202273271>
33. Rana, M. I, Khan, W. A., Yasir, W., Taseer, N. A., Kishwar, R. (2023). Effect of Job Satisfaction of Elementary School Teachers on School Effectiveness. *Journal of Social Sciences Review, 3(1)*, 833-845. <https://doi.org/10.54183/jssr.v3i1.232>
34. Rodríguez, R.S.R (2022) Discover 4 factors that affect job satisfaction. Humanizing growth. <https://ifeonline.com/en/occupational-health/factors-that-affect-job-satisfaction/>
35. Sabljarić, M., Opić, S., Begić, J.S. (2020) Piano teachers' job satisfaction in music schools in the Republic of Croatia. *Journal of Elementary Education, Vol. 13, No. 4*, pp. 497–518 <https://journals.um.si/index.php/education/article/view/1000/937>
36. Shabbir, A., Wei. S. (2015). Job Satisfaction Variance among Public and Private School Teachers, Case of Pakistan Administrative Kashmir. *Mediterranean Journal of Social Sciences. MCSER Publishing, Rome-Italy. Vol 6 No 4 S1 July 2015*.

- 
- <https://www.mcser.org/journal/index.php/mjss/article/viewFile/7045/6749>
37. Sharma, R. D., Jyoti, J. (2006). Job satisfaction among school teachers. *IIMB Management Review*, 18(4), 349-363. <http://scholar.google.com/citations?user=QR3rp9cAAAAJ&hl=en>
  38. Tasnim, Sh. (2006). Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh. <http://hdl.handle.net/1956/1474>
  39. Tirana, J. (2018) The impact of leadership style on the level of motivation and satisfaction of teachers at school. *PhD thesis. Faculty of Social Science, Tirana University, Albania*  
<http://www.doktoratura.unitir.edu.al/2018/07/impakti-i-stilit-te-drejtimit-te-drejtimit-ne-nivelin-e-motivacionit-dhe-kenaqesise-se-mesuesve-ne-shkolle/>
  40. Vroom, V. H. (1995). *Work and Motivation*. San Francisco: Jossey-Bass Inc.  
<https://www.worldcat.org/title/work-and-motivation/oclc/30812728>
  41. Wanous, J. P., Lawler, E. E. (1972). Measurement and meaning of job satisfaction. *Journal of Applied Psychology*, 56, 95–105. <http://dx.doi.org/10.1037/h0032664>
  42. Zembylas, M., Papanastasiou, E. (2006). Sources of Teacher Job Satisfaction and Dissatisfaction in Cyprus. *Compare: A Journal of Comparative and International Education*, 36, 229-247.  
<http://dx.doi.org/10.1080/03057920600741289>
  43. Zumrah, A. R., Ali, K., Mokhtar, A. N. (2022). Job Satisfaction: The Factors That Influence It and Its Impact on Turnover Intention. *Open Journal of Social Sciences*, 10, 281-291.  
<https://doi.org/10.4236/jss.2022.102020>
  44. Zhilla, E. (2014). Motivation and needs of academic employees in public universities in Albania. *PhD thesis. Faculty of Social Science, Tirana University, Albania*  
<http://www.doktoratura.unitir.edu.al/wp-content/uploads/2014/12/Doktoratura-Eralda-Zhilla-Fakulteti-i-Shkencave-Sociale-Departamenti-i-Psikologji-Pedagogjise.pdf>