

PEDAGOGUE'S CAREER: SATISFACTION AND DISSATISFACTION FACTORS WITH PROFESSIONAL ACTIVITY

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Abstract

Teacher's role in today's society is extremely important. It is expected, that teachers will educate active knowledge society members, will train the necessary abilities to achieve economic prosperity. Therefore, teacher's satisfaction with his activity has a distinctive meaning educating young generation. Pedagogues' work motivation and satisfaction with work affect the quality of their teaching subject and can have great significance to the pupils' learning, to the high academic results of the pupils, strengthen their motivation and wish to improve. Therefore, this research deals with early, middle and late career pedagogues' satisfaction and dissatisfaction with their professional career factors. It has been sought to ascertain how teachers understand their career, what aspects they distinguish in it, which of their roles they consider the most important, how they evaluate pedagogue status in society, which factors related with pedagogical activity raise satisfaction and dissatisfaction with their career.

The obtained results allowed identifying, depending on pedagogue's career stage, certain differences and similarities evaluating pedagogue status in society, the performed role content, satisfaction and dissatisfaction with pedagogical activity factors. It turned out, that especially many late career stage pedagogues accentuate low pedagogue status in society. Pedagogues identify low pedagogue status in society with the low pedagogue professional prestige. Early career pedagogues value pedagogue status in society most optimistically. As the main factor of satisfaction with pedagogical activity the great majority of early, middle and late career pedagogues name the possibility to realise themselves, as the most important factor of dissatisfaction with pedagogical activity - poor education system funding.

Key words: *satisfaction with professional activity, pedagogical activity, satisfaction with career factors, pedagogue status.*

Introduction

Career is one of the main ambitions of today's man, related with the quality life, understanding quality as material and social guarantees, financial freedom and opening new improvement and development possibilities, psychological satisfaction. Human career success can be evaluated referring to two types of criteria: external objective, such as occupied position, the size of a received payment, speed of promotion and subjective internal, which manifest themselves in satisfaction with career, its perspectives, in, how quickly you succeed in seeking career goals, also – satisfaction with the chosen profession, acquired speciality, finished studies, job, possibility to successfully coordinate career with the other life spheres. Pleasant job, positive emotions working have a direct influence on person's work quality, productivity and on all organisation success. Psychologists emphasize, that it is very important for a man to do his favourite job, to feel well in his working environment, not to experience unnecessary tension.

One could describe satisfaction with the job as a pleasant, positive emotional state, which determines a corresponding attitude to the performed job (Arnold et al., 2005; Lounsbury et al., 2007; Thomas et al., 2005).) The authors claim, that satisfaction with the job is important not only due to employee's good feeling and his psychological comfort, however, also due to expected results in the organisation. It is emphasized, that a person, feeling satisfaction with the job, is both a good employee and a tool to achieve good work results. On the other hand, satisfaction with the job in some way makes people responsible, binds to one working place, because employees, satisfied with the job, are more obliged to their organisations.

Job is one of the most important factors, upon which depends life quality. It has to satisfy a lot of demands: physiological, social, self-expression, security. Analysing person's satisfaction with the job, A. H. Maslow (2006) distinguishes organizational, hygienic, social and personal factors, having influence on man's satisfaction with the job. Social factors are the most important speaking about person's satisfaction with the job.

One of the widest applied, analysing satisfaction with career is F. Herzberg's (1987) two factor theory. It asserts, that factors, having influence on satisfaction or dissatisfaction with the job comprise two groups:

- external (hygienic, support factors). The latter are related with the working environment and have influence on employees' satisfaction with the job, i.e. organization policy, management, relationship, working conditions, payment, status, security.
- internal (motivational factors). These are personal achievements, recognition, personal improvement and career possibilities.

Judge et al. (1995) also divided satisfaction with career factors into internal and external. According to the author, internal factors are related with individual subjective reactions to your career, what in fact defines the essence of satisfaction with career. External factors can be different work experience, payment growth, mentorship, working hour flexibility, possibilities to achieve career goals, career planning. Another attitude towards employee satisfaction with the job joins both these factor groups and asserts, that satisfaction with the job depends also on the job itself characteristics and also on how much they correspond to person's expectations. (Arnold et al., 2005).

The best seen and the easiest evaluated are objective career success indicators. However, it is not objective to evaluate career success referring only to external factors. High position, big salary, prestigious activity not necessarily show successful career. Tension, stress, disability to coordinate career with the other life spheres can negatively affect life quality, a person can feel unhappy, being not in his place therefore, such career cannot be considered successful. On the contrary, job, which gives pleasure, in which a person feels realising his values, interests, which allows living a harmonious life, can be considered a successful career choice (Lounsbury et al., 2004).

Thus, objective career success indicators are not so important today comparing them with satisfaction with career, which also strongly relates with the person's satisfaction with life in general. A person himself can only tell if a career is successful or not, because the main success criterion - satisfaction with studies, job, career - lies inside the person and nobody else, except him can tell if a concrete profession, job, payment, position in the organisation gives him satisfaction or disappointment.

The scientists carried out research show that satisfaction with career also depends on personal features. Optimism, emotional stability, extraversion (characteristic of friendly, active, persistent people) are positively related with satisfaction with career, however neuroticism (characteristic of irritable, short-tempered, impulsive people) – negatively (Boudreau et al., 1999; Lounsbury et al., 2004).

Not so easily named and really tangible subjective aspects, such as psychological state, emotional background in professional activity, person's wellbeing and compatibility all of this with personal values, conformity to them, social recognition (social status) usually make successful career. Scientists proved, that relation between satisfaction with career and these factors is very

close (McGregor, McAdams, Little, 2006; Seibert, Crant, Kraimer, 2001). Baudreau ir Boswell (2001) stated, that such personal features as compliance, honesty and openness to experience are directly related to satisfaction with career. C.E. Seta, P.B. Paulus, R.A. Baron, (2000), J. Greenberg, R. A. Baron (2000) assert, that it is very important to understand satisfaction with work diversity, because satisfaction with work significantly differs in various employee groups. This depends on employee age, sex, work experience and education, occupied position, career stage, culture, work environment and so on. A lot of empirical research show, that satisfaction with the work is too much complicated multidimensional construct that could be explained by common cause and consequence paradigm.

Teacher profession is complicated. Hardly will you find a representative of any other profession who should have so much experience, knowledge and competencies as a teacher. This is an educated, broadminded, open to new ideas, new experience, constantly creating, full of emotional generosity and love for children person. Pedagogue's profession is exceptional according to its importance for society, because teacher directly affects each member of it by his activity, personal traits. As Hargreaves (2008) claims, it is expected from pedagogues today, that they will educate knowledge society and will train the necessary abilities to achieve economic welfare – innovativeness and seeking for change, will soften and neutralise many sore problems existing in knowledge society. However, latterly, fewer and fewer young people want to do pedagogical work. Teacher ageing problem is encountered: bigger and bigger percent of teachers are close to retirement age or still work having retired (Lithuania. Education in regions. Pedagogues, 2013). Therefore, teacher's motivation to do pedagogical work and satisfaction with his activity acquires great significance seeking high education system results. Research object – pedagogues' satisfaction and dissatisfaction with professional activity factors. Research aim – to investigate different career stage pedagogue professional activity satisfaction and dissatisfaction with professional activity factors.

Research Methodology

General Research Characteristics

Research data were gathered using questionnaire survey method. Half-closed type questionnaire was used to carry out the research. Before the main research pilot research was carried out, during which it was sought to check the appropriateness of the questionnaire and to adjust it. The questionnaire is made of two parts: the first – social-demographic variables, the second – main variables. In the main variable part it is sought to ascertain pedagogues' satisfaction with career.

As the age and work experience of the pedagogues', having taken part in the research differs, therefore, referring to D. E. Super (1957; 1990) Greenhaus J.H., Callanan G.A, Godshalk V.M. (2010), Herr E.L., Cramer S.H., Niles S. G. (2004) career development theories, the respondents were divided into three groups according to career stages. To the early career stage were assigned the pedagogues, whose work experience is from 0 to 10 years, to the middle career stage belong people, whose work experience is counted from 11 to 25 years, and to the late career stage - pedagogues, having 26 year and bigger work experience. This distinction is chosen not accidentally: it is sought to ascertain and to compare how different career stage pedagogues' satisfaction with professional career differs. Empirical research was carried out between October to November, 2015 in the town of Panevezys and in the region.

Research Sample and Procedure

For research sample structuring, non- probability research group selection method was used – purposive group formation. Pedagogue distribution into career stages according to pedagogical work experience is presented in table 1.

Table 1. The respondents', having taken part in the research, distribution according to career stages (N=273).

Work experience	N	%
0-10 years (early career)	67	24.5
11-25 years (middle career)	93	34.1
26 and more (late career)	113	41.4
Total:	273	100

From the data presented in table 1 it can be seen, that the biggest part of the respondents at schools are elder age people, whose work experience is more than 25 years. They make 41,4%, 11-25 year work experience have 34,1% of the respondents. The smallest part of the pedagogues, working are of the early career. This makes only 24,5 % of all respondents. A conclusion can be made, that pedagogues' age increases, and young people do not want to work at schools. The results confirm teacher aging problem.

Characteristics of the pedagogues, having taken part in the research is presented in table 2.

Table 2. Respondents' characteristics (N=273).

Sex	Early career 0-10 years		Middle career 11-25 years		Late career 26 and more	
	N	%	N	%	N	%
Female	55	82.1	76	81.7	95	84.1
Male	12	17.9	17	18.3	18	15.9
Total	67	100	93	100	113	100
Teacher	53	79.1	30	32.2	7	6.2
Senior teacher	13	19.5	38	40.9	33	29.2
Teacher methodologist	1	1.4	24	25.8	71	62.8
Teacher expert	0	0	1	1.1	2	1.8
Total	67	100	93	100	113	100

273 pedagogues participated in the survey, of whom 226 female and 47 male. This makes respectively 82.8 % of women and 17.2 % of men.

Data Analysis

To analyse the obtained results, descriptive statistics measures were used i.e., absolute and relative frequencies are expressed as a percent.

Research Results

Pedagogues were asked to evaluate, what, in their opinion, influences successful preparation for a pedagogue's career. The obtained results are presented in table 3.

Table 3. Factors, influencing successful preparation for a pedagogue profession (N=273).

Factors	Influences very much						Influences little					
	Early career		Middle career		Late career		Early career		Middle career		Late career	
	N	%	N	%	N	%	N	%	N	%	N	%
Subject knowledge acquisition	38	56.7	76	81.7	100	88.5	27	40.3	17	18.3	11	9.7
Practical skills	44	65.7	82	88.2	104	92.0	23	34.3	10	10.8	8	7.1
Methodological knowledge	56	57.7	73	78.5	105	92.9	11	16.4	18	19.4	6	5.3
Children age period peculiarity understanding	37	55.2	47	50.5	71	62.8	30	44.8	42	45.1	37	32.7
Mental abilities	37	55.2	53	56.9	75	66.4	28	41.8	38	40.7	36	31.9
Career planning and ability possession	23	34.3	30	32.3	37	32.7	35	52.2	51	54.8	62	54.9
Motivation to do pedagogical work	46	68.7	63	67.7	85	75.2	21	31.3	23	24.7	25	22.1
Professional interest possession	30	44.8	46	49.5	55	48.7	37	55.2	44	47.3	52	46.0
Work value possession	26	38.8	33	35.5	58	51.3	38	56.7	52	55.9	48	42.5
Personality traits suitable for work	30	44.8	47	50.5	76	67.3	35	52.2	44	47.3	34	30.1
Common competencies	24	35.8	38	40.9	59	52.2	40	59.7	45	48.4	51	45.1
Demand for continuous learning	29	43.3	44	47.3	66	58.4	33	49.2	39	41.9	44	38.9
Wide interests	30	44.8	43	46.2	56	49.6	31	46.3	38	40.7	49	43.4

As can be seen from research results, all respondents mostly relate successful preparation for a pedagogue profession with subject knowledge acquisition, practical skills, methodological knowledge possession, also with motivation to do pedagogical work. Only that in every career stage they occupy a different place. Late career pedagogues successful preparation for pedagogue's career first of all relate with methodological knowledge possession (92.9 %) then, in their opinion, important are practical skills (92.0 %) and subject knowledge acquisition (88.5%). Middle career pedagogues accentuate practical skills first of all (88.2 %) then – subject knowledge acquisition (81.7 %) and methodological knowledge possession (78.5 %). The results show, that middle and late career pedagogues mostly accentuate professional preparation. A little bit different situation one can see in the answers of early career pedagogues. As the most important factor of preparation for pedagogue's activity, early career pedagogues name motivation to do pedagogical work (68.7%) and only then follows professional preparation: practical skills (65.7 %), methodological knowledge (57.7%), subject knowledge acquisition (56.7%). In the answers of middle and late career pedagogues, a sufficiently high position as well is given to the motivation to do pedagogical work - the third place, respectively 67.7% and 75.2%

It is obvious, that early career pedagogues in the successful preparation for pedagogue's activity accentuate internal factor more – motivation to do pedagogical work. The research results allow asserting, that middle and late career pedagogues, consider external factors as the basis for successful pedagogical activity, i.e. professional preparation: subject knowledge, practical skills, methodological knowledge. One can make an assumption, that middle and late career pedagogues' accumulated pedagogical experience working at school influences all this.

All career stage pedagogues, evaluating the factors, determining successful preparation for pedagogue profession indicated, that common person's competencies, work value possession have very little influence on this. Middle and late career pedagogues think, that possession of career planning skills has little influence on successful professional preparation.

In table 4, pedagogues' opinion is presented, what personality features are important performing pedagogical work.

Table 4. For pedagogical activity important personal traits (N=273).

Traits, necessary for a teacher	Early career		Middle career		Late career	
	N	%	N	%	N	%
Thirst of honour	4	5.9	8	8.6	16	14.2
General erudition	41	61.2	51	54.8	71	62.8
Wish to be leader	10	14.9	26	27.9	42	37.2
Responsibility	40	59.7	65	69.9	91	80.5
Dutifulness	46	68.7	73	78.5	97	85.4
Conscientiousness	38	56.7	66	70.9	88	77.9
Spirituality	41	61.2	56	60.2	69	61.1
Will-power	43	64.2	59	63.4	86	76.1
Ability to solve problems	41	61.2	59	63.4	91	80.5
Creativity	41	61.2	61	65.6	91	80.5
Trust in yourself	38	56.7	54	58.1	79	69.9
Tactfulness	48	71.6	66	70.9	97	85.4
Indulgence	20	29.9	37	39.8	52	46.0
Optimism	16	23.9	33	35.5	53	49.9
Ability to manage	18	26.9	29	31.2	47	41.6
Imagination	31	46.3	49	52.7	64	56.6
Moderation	24	35.8	39	42.0	45	39.8
Self-control	44	65.7	58	62.4	92	81.4
Self-discipline and communicability	31	46.3	52	55.9	78	69.0
Flexibility	30	44.8	46	49.5	51	45.1
Strictness	15	22.4	24	25.8	41	36.2
Sincerity	19	28.4	38	40.7	53	49.9
Respect to another person	30	44.8	49	52.7	64	56.6
Empathy	22	32.8	38	40.7	58	51.3
Tolerance	30	44.8	42	45.2	70	62.0
Sense of humour	24	35.8	32	34.4	69	61.1

The results show, that all pedagogues, irrespective of the career stage, pointed out that the most important teacher's personality traits for pedagogue's activity are tactfulness and dutifulness. These personality traits occupy the first or the second position in pedagogues' answers: 71.6 % of early career pedagogues indicated, that the most important for them is tactfulness, 78.5 % of middle career pedagogues think, that the most important pedagogue's trait is dutifulness, 85.4 % of late career pedagogues are convinced, that equally necessary personality traits are both tactfulness and dutifulness. 70.9 % of middle career pedagogues in the second place indicated that tactfulness is very important. An assumption can be made, that pedagogical tact, in pedagogues' opinion, is a special pedagogical skilfulness condition. A tactful teacher shows proper sensitiveness, attentiveness, politeness, raises

sensible requirements to the pupils, not humiliating them and not insulting.

The results show, that all career stage pedagogues consider conscientiousness, will-power and self-control important pedagogue's personality traits. These important pedagogue's personality traits, depending on career stage, occupy 3 – 6 positions.

In early stage pedagogues' opinion, equally important (61.2% each) are such pedagogue's personality traits: general erudition, spirituality, ability to solve problems, creativity. Also, important for early career pedagogues is responsibility (59.7%) and trust in yourself (56.7%).

In middle career pedagogues' opinion, important are such pedagogue's personality traits: responsibility (69.9%), creativity (65.6%), ability to solve problems (63.4%), spirituality (60.2%), trust in yourself (58.1%), self-discipline and communicability (55.9%).

In late career pedagogues' opinion, equally important (80.5% each) are such pedagogue's personality traits: responsibility, ability to solve problems, creativity. Also, important personality traits in pedagogue's activity for these pedagogues are trust in yourself (69.9%), self-discipline and communicability (69.0), general erudition (62.8%), tolerance (62.0%), spirituality (61.1%), sense of humour (61.1%), respect to another person (56.6%), imagination (56.6%).

Irrespective of the career stage, not many pedagogues defined, that such personality traits are important for pedagogue's activity: thirst of honour, wish to be a leader, strictness.

As one can see from the obtained results, all three career stage pedagogues' opinions about important personality traits for pedagogical activity are very close. Especially coincides the opinion due to tactfulness and dutifulness importance in pedagogue's activity. The opinions of early and middle career pedagogues are quite similar. Nevertheless, more of the late career pedagogues think, that teacher should have more diverse personality traits. It is likely, that the pedagogues, having bigger work experience are likely to think so, because they have been working longer with children, have encountered with quite big challenges, complicated situations, which required from the pedagogues both creativity and indulgence, humour sense and other personality traits.

In table 5 it is presented, how different career stage pedagogues understand career.

Table 5. Pedagogues' distribution according to career process understanding statistical significance (%).

Factors	Early career	Middle career	Late career
Successful self-realisation in working activity	82	77	78
Constantly increasing salary	37	41	46
Lifelong person's work and learning sequence	48	54	63
Rise, progress, going forward	85	82	84
Self-respect, self-expression and social status	61	55	51
Individual improvement	49	57	65
Workplace and occupied position	42	43	45
Achievement succession at work	58	55	50
New activity function appearance	46	39	54

As one can see from the presented results, all career stage pedagogues similarly evaluated, what is career for them. All three career stage pedagogues (irrespective of career stages) similarly think what is career for them. All three career stage pedagogues unanimously think, that career is rise, progress, going forward, successful self-realisation in professional activity.

It is often publicly discussed about the decline of the profession prestige, insufficiently evaluated pedagogue's work. Therefore, the respondents were asked to evaluate the level of pedagogue status in society. The results are presented in table 6.

Table 6. Pedagogues' opinion about pedagogue status (N=273, %).

Social status	Early career	Middle career	Late career
High	25.4	12.9	8.0
Medium	4.5	1.1	2.7
Low	70.1	86.0	89.3

The great majority of pedagogues, having taken part in the research, irrespectively of career stage, are convinced that pedagogue status in society is low. This indicated 70.1 % early, 86.0 % middle and 89.4 % late career pedagogues. Only 25.4 % early, 12.9 % middle and only 8.0 % late career pedagogues think that pedagogue status in society is high. A large number of late career pedagogues accentuate low pedagogue status in society. This might be related to the fact, that having started his work, pedagogue was valued differently in society than today. Early career pedagogues look most optimistically – 25.4 % they value pedagogue status in society high. It is believed, that not only the attitude forming in society, media, between teachers themselves, but also how pedagogue himself feels at work, whether he feels noticed, evaluated determine the respondents' answers regarding pedagogue's low status. Going to work willingly and feeling satisfaction in it, the teacher will not think, that his work is not valued in society. It is believed, that low one's own status understanding in society, negatively influences pedagogue's satisfaction with his professional activity.

By an open questionnaire question, the research participants were asked to argument their opinion about pedagogue status in society. The answers are presented in table 7.

Table 7. Low pedagogue status in society reasons (N=155).

Categories	Subcategories	Early career	Middle career	Late career	Answer examples
		N	N	N	
Profession prestige	Disrespect to teacher	10	12	22	"Not only politicians do not raise teacher profession prestige, however, the teachers themselves as well" "A lot of bureaucracy, intolerance in respect of teachers" "Pedagogue is guilty, that pupils get bad grades" "Teacher is put in a position together with a Maxima shop assistant"
	Inadequate requirements	2	3	4	
	Teacher activity humiliation	6	4	14	
Finances	Low job salary	9	22	19	"Pedagogue is valued low, because he has a lot of duties, few rights" "Work is poorly paid, is difficult and responsible" "Teacher status changed, because society became estranged, people one from another search only benefit, not spiritual communication, there is no common feeling, that was earlier"
	Not funding of education system	1	0	4	
	The material value society	0	2	5	

Categories	Subcategories	Early career	Middle career	Late career	Answer examples
		N	N	N	
Education policy	Rule and requirement excess	1	3	4	"Politicians lead such an education policy, load teachers with unnecessary things" "Politicians mock at teachers: create new laws, rules, requirements, this humiliates and hinders education system improvement" Only children rights are accentuated, and pedagogues become children slaves" "Children can do what they want, and teacher cannot raise even voice, God forbid, he will raise a hand – all city will sound, and pedagogue will open and close the court doors not once"
	Pedagogue's lack of rights	2	3	3	

As one can see from the respondents' answers, most frequently they identify low pedagogue status in society with low profession prestige. (77). All pedagogues, irrespective of career stage, accentuate disrespect to teacher (44) and low job salary (50) comparing with the professional requirements raised to the teacher. Teachers are also disappointed with education policy (16). Pedagogues think, that not only rule and requirement excess lowers pedagogue's prestige (8), but also pedagogue's lack of rights (8). It can be seen, that respondents are disappointed, they lack respect not only from pupils, but from society as well. Early and late career pedagogues, evaluating pedagogue status in society accentuate disrespect to teacher more, and middle career pedagogues specify small salary.

Recently, pedagogue's role and functions in society took a different shade, than it was two decades ago. Therefore, it was sought to ascertain pedagogues' opinion about pedagogue's role in today's society (table 8).

Table 8. Pedagogue's role in society (N=273, %).

Role	Early career	Middle career	Late career
Pedagogue – personality creator	11.9	14.0	17.7
Pedagogue – knowledge spreader	20.9	6.5	10.6
Pedagogue – culture spreader	0.0	3.2	0.9
Pedagogue – young generation educator	20.9	15.1	15.0
Pedagogue – educated, broad attitude educator	46.3	61.2	55.8

The majority of respondents (46.3 % early, 61.3 % middle and 55.8 % late career) think, that pedagogue is educated, broad attitude educator. Evaluating pedagogue's role in society differences also were revealed: late career pedagogues accentuate personality creator's role (17.7%), middle career pedagogues accentuate young generation educator's role more (15.1%), and early career pedagogues accentuate knowledge spreader (20.9%) and young generation – educator's role (20.9%). Middle and late career pedagogues accentuated culture spreader's role the least, and early career pedagogues did not identify it at all.

Seeking to ascertain pedagogues' satisfaction with job, pedagogues were asked to evaluate every statement, choosing the most acceptable answer for them (table 9).

Table 9. Satisfaction with pedagogical activity factors (N=273, %).

Factors	Early career	Middle career	Late career
Good salary	6.0	12.9	7.1
Flexible work schedule	17.9	23.7	21.2
Possibility to continuously learn	26.9	19.4	45.1
Long holidays	44.8	43.0	62.8
Good relationship with colleagues	55.2	53.8	61.9
The effort put is appreciated	52.2	39.8	46.0
Work corresponds to expectations and ambitions	49.3	39.8	40.7
At work enough freedom and flexibility	46.3	32.3	24.8
Possibility to organise extra-curricular activities for children	28.4	20.4	17.7
Possibility to spend more time with the family	22.4	14.0	6.2
Direct work with various people	37.3	35.5	30.1
Pupils' and colleague respect	55.2	44.1	43.4
Proper workload	32.8	29.0	26.5
Possibility to make influence on others	31.3	19.4	24.8
Participation in changes, taking part at school	26.9	16.1	28.3
Professional activity security	50.7	30.1	37.2
Possibility to improve	58.2	46.2	69.9
Possibility to realise yourself	77.6	67.7	79.6

The biggest part of respondents (early (77.6%), middle (67.7%), late career (79.6%) pedagogues) as the main factor of satisfaction with pedagogical activity name possibility to realise yourself. All pedagogues, irrespective of their career stage, as important factors of satisfaction with pedagogical activity pointed out existing relationship at school: pupils' and colleague respect and good relationship with colleagues. The factors of satisfaction with pedagogical activity, indicated by pedagogues revealed differences between different career stage pedagogues. Early career pedagogues specified that possibility to improve (58.2%), the effort put appreciation (52.2%), professional activity security (50.7%), expectation and ambition coincidence (49.3%), that at work there is enough freedom and flexibility (46.3%) give them satisfaction with pedagogical activity. Middle career pedagogues the possibility to improve (46.2%), long holidays (43.0%) accentuate most. Late career pedagogues as the most important professional activity satisfaction factors indicated possibility to improve (69.9%), long holidays (62.8%), the effort put appreciation (46.0%), possibility continuously learn (45.1%).

Statistically significant differences appeared, after the pedagogues evaluated these statements: Professional activity security, at work enough freedom and flexibility, Possibility to improve, long holidays and possibility to constantly improve (table 10).

Table 10. Satisfaction with pedagogical activity factor evaluation (N=273, %).

Statements	Early career	Middle career	Late career
Professional activity security	50.7	30.1	37.2
Enough freedom and flexibility at work	46.3	32.3	24.8
Possibility to improve	58.2	46.2	69.9
Long holidays	44.8	43.0	62.8
Possibility to continually learn	26.9	19.4	45.1

From the obtained results one can see, that professional activity security and freedom and flexibility are important for early career pedagogues. Possibility to improve as satisfaction with pedagogical activity factor is very important for late career pedagogues. Long holidays and demand to

constantly improve as important satisfaction with pedagogical activity factors accentuate late career pedagogues.

Factors mostly causing for pedagogues dissatisfaction with pedagogical activity are presented in table 11.

Table 11. Dissatisfaction with pedagogical activity factors.

Factors	Early career		Middle career		Late career	
	N	%	N	%	N	%
Poor education system funding	59	88.1	77	82.8	99	87.6
Poor career possibilities	30	44.8	39	41.9	48	42.5
Constant new task preparation	19	28.3	31	33.3	42	37.2
Inability to distance oneself from pupils' problems	21	31.3	32	34.4	49	43.4
Big responsibility	25	37.3	33	35.5	65	57.5
Education system instability	48	71.6	61	65.6	80	70.8
Lack of learning motivation of children	44	65.7	60	64.5	80	70.8
Lack of devices for work	27	40.3	42	45.1	49	43.4
Big workload	22	32.8	30	32.2	35	30.9
Competition among teachers	18	26.9	23	24.7	39	34.5
Administration indifference	35	52.2	38	40.7	45	39.8
Conditions are not formed to improve	13	19.4	23	24.7	32	28.3
Unfavourable working hour flexibility	22	32.8	33	35.5	40	35.4
Lack of new textbooks	16	23.9	38	40.7	41	36.3
Big documentation amount	38	56.7	50	53.8	61	54.0
Problems, working with different level pupils	23	34.3	26	27.8	49	43.4
Children disrespect to teachers	20	29.9	32	34.4	54	47.8
Communication with parents	11	16.4	16	17.2	28	24.8
Decreasing children number in class	16	23.9	26	27.8	47	41.6
Continual stress	26	38.8	39	41.9	62	54.9
Parents' indifferent attitude to their children learning	23	34.3	47	50.5	58	51.3
Children inability to carry out their duties	19	28.3	36	38.7	51	45.1
Teachers' right restriction	25	37.3	29	31.2	37	32.7
"Difficult" class allocation	20	29.9	20	21.5	41	36.3
Not acknowledged competencies, acquired through self-education	18	26.9	24	25.8	27	23.9
Constant administration control	41	61.2	48	51.6	48	42.5

All respondents (early career (88.1%), middle career (82.6%), late career (87.6%) pedagogues) as the most important factor of dissatisfaction with pedagogical activity discern poor education system funding. Three more factors are mentioned very much influencing pedagogues' dissatisfaction with pedagogical activity, irrespectively of career stage: education system instability (with this agree 71.6 % early, 65.6 % middle and 70.8 % late career pedagogues), children lack of learning motivation (this claim 65.7 % early, 64.5 % middle and 70.8 % late career pedagogues), big documentation amount (this identify 56.7 % early, 53.8 % middle and 50.0 % late career pedagogues). Research results revealed also certain differences between different career stage pedagogues. Early career pedagogues as very important factors of dissatisfaction with pedagogical activity still pointed out administration indifference (52.2%), poor career possibilities (44.8%). It is obvious, that an actual demand for early career pedagogues is to realise their personal career, they seek to be noticed by

administration. Late career pedagogues still pointed out parents' indifferent attitude to their children learning (50.5%), lack of work devices (45.1%) as very important dissatisfaction with pedagogical activity factors. Late career pedagogues identified big responsibility (57.5%), constant stress (54.9%), pupils' disrespect to teachers (47.8%), pupils' inability to carry out their duties (45.1%) as very important dissatisfaction with pedagogical activity factors. It is obvious, that late career pedagogue accumulated big pedagogical experience reveals negative phenomena taking part at school.

Discussion

Over the last decade various world organisations analyse and discuss about the importance of teacher's role in the present education process. A number of reasons determined such attention to teacher's profession. First, teacher society is rapidly ageing; less and less young people want to do pedagogical work. Second, teachers have to overcome new challenges of rapidly changing environment. Today teacher performs various roles. He is not only subject teacher, but also information transmitter, consultant, social pedagogue, class leader and senior friend, researcher, collaborating colleague, innovator, teaching/learning process organizer and accelerator.

Teacher's role is especially important in today's knowledge, information, learning, creative society. It is expected from teachers, that they will educate knowledge society, will train the necessary abilities to achieve economic welfare, will soften and neutralise many sore society problems (Hargreaves, 2008). Therefore, teacher's satisfaction with his activity has an important meaning educating young generation. People work best only when work gives them the biggest satisfaction. It is especially important in teacher's activity. It is asserted (Zhang, 2007; Gligorovic et al., 2014), that pedagogues' satisfaction with work is one of the teaching effectivity indices. Pedagogues' work motivation and satisfaction with work affect the quality of their teaching subject and can have great significance to pupils' learning (Perie, Baker, 1997). The research show, that high teachers' work motivation and satisfaction with their activity have influence on high pupils' academic results (Bishay, 1996), strengthen motivation, wish to improve (Shah, Akhtar, Zafar, Riaz, 2012), influence psychic health (Ferguson, Frost, Hall, 2012). The problems of pedagogues' satisfaction with their activity interest Lithuanian scientists as well. D. Diskienė and K. Tamoševičienė (2014) stated, that increasing pedagogues' satisfaction with work, together increases the level of their common and emotional responsibility to organisation, increasing pedagogues' involvement to work, the level of their satisfaction with work is also increasing. A. Juozaitienė and B. Simonaitienė's (2011) performed research stated, that self-realisation factors affect as strong motivating factors and increase pedagogues' satisfaction with work. According to P. Jucevičienė, N. Jankauskienė, B. Janiūnaite and other (2007), one of the most crucial pedagogue preparation problems is insufficient students' motivation to do pedagogical work.

L. Rupšienė and D. Gustienė (2005) analysed gymnasium teachers' work motivation in various aspects. The authors discern seven categories, which hinder pedagogues to work and so weaken their motivation and satisfaction with pedagogical activity:

- poor gymnasium material provision (lack of teaching devices, new IT, poor material basis and other.);
- education system drawbacks (too low salary, paper fulfilling, bureaucracy, a big number of pupils in class, negative education system changes and other.);
- big teachers' workload (time shortage, extra works);
- improper managing of the leaders (weak leaders' support, pedagogue unappreciation, the manager discusses failures in the presence of pupils and other);
- personal reasons (feeling instability, stress and fatigue, age, personal problems, too few lessons, lack of experience and others);
- pupils' learning motivation peculiarities (lack of pupils' motivation, pupils' indifference to subject, attendance and others);
- destructive colleague relationship (colleague intolerance and competition, intrigues).

Very often the young pedagogues', having started to work at school, attitude towards pedagogue's

work completely changes. The main reasons of this are: lack of practice, communication with colleagues, low profession status, big workload, disappointment with pedagogical activity (Gligorovic, Terek, Glusac, Sajfert, Adamovic, 2014).

Evaluating teacher's important role educating young generation, latterly it is sought to improve teacher's profession attractiveness. In Lithuanian 16th government 2012–2016 year programme (2012) it is asserted, that teacher is the main education change and school improvement factor, therefore it is necessary to re-establish teacher's profession prestige, to raise teachers' status in society. Teachers should be improving, creative and productive, respected by pupils and society, their work should be properly paid, therefore it is foreseen to seek for pedagogue's profession attractiveness to increase, that motivated young, their speciality and pedagogy knowing people came to work in that sphere.

Conclusions

For early career pedagogues the most important factor of preparation for successful pedagogical activity is internal factor – motivation to do pedagogical work. Middle and late career pedagogues as the basis of successful pedagogical activity consider external factors i.e. professional preparation: subject knowledge, practical skills, methodological knowledge. Pedagogues of all career stages pointed out, that work values, career planning skills have very little influence on preparation for successful pedagogical activity.

All pedagogues, irrespective of career stage, indicated, that the most important for pedagogical activity teacher's personality skills are tactfulness and dutifulness. All three career stage pedagogue opinions about important for pedagogical activity personality traits are close. Early and late career pedagogue opinions are more alike. Late career pedagogues discerned more personality traits, which are important in successful pedagogical activity.

All three career stage pedagogues unanimously think, that career is rise, progress, going forward, successful self-realisation in professional activity.

The great majority of pedagogues, irrespective of career stage, are convinced, that pedagogue status in society is low. Quite a lot of late career pedagogues accentuate low pedagogue status in society. Early career pedagogues look most optimistically. A part of them value pedagogue status in society high.

They identify low pedagogue status in society with low profession prestige. All pedagogues, irrespective of career stage, accentuate disrespect to teacher (44) and low job salary. Early and late career pedagogues, evaluating pedagogue status in society accentuate disrespect to teacher more, and middle career pedagogues specify small salary.

Evaluating pedagogue's role in society, differences were discerned as well: late career pedagogues accentuate personality creator's role, middle career pedagogues accentuate young generation educator's role more, and early career pedagogues accentuate knowledge spreader (20.9%) and young generation – educator's role (20.9%).

The bigger part of early, middle and late career pedagogues as the main factor of satisfaction with pedagogical activity name a possibility to realise yourself. For all pedagogues, irrespective of career stage, important factors of satisfaction with pedagogical activity are good relations with pupils and colleagues. Early career pedagogues identified, that satisfaction with pedagogical activity for them give: possibility to improve, the effort put appreciation, professional activity security, expectation and ambition coincidence, freedom and flexibility at work. Middle career pedagogues mostly accentuate possibility to improve, long holidays. Late career pedagogues as the most important professional activity satisfaction factors indicated possibility to improve, long holidays and possibility continuously learn.

Early, middle, late career pedagogues as the most important factor of dissatisfaction with pedagogical activity point out poor education system funding. The factors very much influencing pedagogues' dissatisfaction with professional activity (irrespective of career stage) are these: education system instability, lack of children learning motivation, big amount of documentation. Research results also revealed certain differences between different career stage pedagogues. For their analysis more exhaustive research are necessary.

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Received: *October 25, 2015*

Accepted: *December 26, 2015*

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