

JOB SATISFACTION OF TEACHERS WORKING AT SLOVAK ETHNIC SCHOOLS IN HUNGARY

Mária Ďurkovská¹, Michal Kentoš¹

¹Slovak Academy of Sciences, Institute of Social Sciences, Centre of Social and Psychological Sciences, Karpatská 5, 040 01 Košice, Slovak Republic

Abstract

Job (dis)satisfaction is an important part of overall satisfaction with life. It is particularly important in the teaching profession, as the lack of teachers' job satisfaction is often associated with work-related stress and burnout. Good social relationships can improve the level of job satisfaction of teachers. The aim of this paper is: 1.) to find out whether there is a link between job satisfaction and the quality of social relationships; 2.) to find out if there is any correlation between job satisfaction and gender, age categories and school types of the teachers. Methods: In this paper, the authors analyse data from a questionnaire survey conducted in 2019, using a sample of 139 teachers of Slovak ethnic schools in Hungary. Statistical analyses: Relations between job satisfaction, gender, age (work experience) and type of school are verified by non-parametric tests. Correlation analysis was used to determine the correlation of social experience and job satisfaction. Results: We found a strong correlation between job satisfaction items and the items of relationships of teachers and their students, colleagues and management. Furthermore, the analysis results show that the teachers' gender was not significant in terms of job satisfaction. Considering the type of school and the age, statistically significant differences weren't found between the groups. Within the groups themselves, the highest job satisfaction appeared in case of teachers of bilingual schools and 36 – 50 year old teachers.

Keywords: job satisfaction, Slovak teachers, Hungary, social interactions, age, gender

Abstrakt

PRACOVNÁ SPOKOJNOSŤ UČITEĽOV NA SLOVENSKÝCH NÁRODNOSTNÝCH ŠKOLÁCH V MAĎARSKU

Pracovná spokojnosť (alebo nespokojnosť) je dôležitou súčasťou celkovej životnej spokojnosti. Obzvlášť dôležitá je v profesii učiteľa, keďže jej nedostatok sa u učiteľov často spája so syndrómom vyhorenia. Kvalitné sociálne vzťahy môžu značným spôsobom zlepšiť úroveň pracovnej spokojnosti učiteľov. Cieľom príspevku je 1. zistiť, či existuje súvislosť medzi pracovnou spokojnosťou a kvalitou sociálnych vzťahov; 2. zistiť, či existujú vzťahy medzi pracovnou spokojnosťou

a rodom, vekom, resp. dĺžkou pedagogickej praxe a typom školy na ktorej pedagógovia vyučujú. Metódy: V príspevku sú analyzované dáta pochádzajúce z dotazníkového výskumu uskutočneného v roku 2019 na vzorke 139 učiteľov slovenských národnostných škôl v Maďarsku. Štatistické analýzy: Vzťahy medzi pracovnou spokojnosťou, rodom, vekom, resp. dĺžkou pedagogickej praxe a typom školy sme overovali neparametrickými testami. Na zistenie vzťahov medzi sociálnou skúsenosťou a pracovnou spokojnosťou bola použitá korelačná analýza. Výsledky: Bola zistená prítomnosť silných korelačných vzťahov medzi položkami pracovnej spokojnosti a položkami zisťujúcimi vzťahy pedagógov so študentami, spolupracovníkmi a vedením. Z výsledkov analýz ďalej vyplýva, že rod učiteľov nebol vo vzťahu k pracovnej spokojnosti významný. Ani pri type školy a veku neboli medzi skupinami preukázané štatisticky významné rozdiely. V rámci skupín vykazovali najvyššiu pracovnú spokojnosť učitelia dvojazyčných škôl a učitelia vo vekovej kategórii 36–50 rokov.

Kľúčová slova: pracovná spokojnosť, slovenskí pedagógovia, Maďarsko, sociálne interakcie, vek, rod

INTRODUCTION

Job (dis)satisfaction is key not only to one's job performance, but also to one's overall well-being at work. Job satisfaction of employees may influence various areas of both professional and social life and may influence the general quality of life and significantly affect the individuals' work performance. Negative/positive consequences of job (dis)satisfaction are not borne only by the employee, but also by the organization (s) he works at. Job satisfaction of teachers of Slovak ethnic schools in Hungary is largely determined by the current – quite complicated – situation. This is a result of a number of factors, including progressive language assimilation in the families, weak national consciousness (Homišínová, 2003), shortcomings in teaching Slovak during the previous political system, the dominance of Hungarian in the current school system, increasing demand for foreign languages (Szarka, 2000).

1. GOAL

The aim of this paper is to find out if there is any correlation between job satisfaction and gender, age (work experience) and school types of the teachers. A further aim is to find out whether there is a correlation between job satisfaction and the quality of social interactions at school.

2. THEORETICAL STARTING POINTS

As reported by Travers (2017), challenging work tasks and conditions are issues not limited only to certain school systems or countries, but are essential issues of teachers worldwide. Recent research confirmed that teachers highly satisfied with their jobs are reliable pillars of their school systems – in

terms of health, productivity and long-term enthusiasm (Dreer, 2021). Teacher's job satisfaction is one of the most important predictors of their careers. Research in this area has repeatedly identified that satisfied teachers are less prone to stress and burnout (Skaalvik & Skaalvik, 2011). Moreover, satisfied teachers teach and support their students better (Klusmann, *et. al.*, 2008; Kunter *et. al.*, 2013), they have a higher performance and are less prone to leave their profession (Blömeke, Huang, Hsieh, & Wang, 2017; Klassen & Chiu, 2011), which is particularly important in times when we see high rates of fluctuation among teachers. According to Toropova *et. al.*, (2020), the shortage of teachers is a world-wide problem, teachers' job satisfaction needs to be paid more attention.

Teacher's job satisfaction depends on many factors, including gender, age, work experience, working conditions, administrative burden or inspections (Ma & MacMillan, 1999).

In teachers' job satisfaction studies, gender is a frequently examined variable. However, these studies bring mixed results. According to (Aydin *et. al.* 2012; Demirtas 2010; De Nobile & McCormick, 2008; Magee, 2013), female teachers have more positive opinions and perceptions than their male counterparts. Also, Ma and Macmillan (1999) concluded that female teachers were more satisfied with their jobs than male teachers. According to Huberman (1993), the difference lies in the fundamental reasons for choosing a teacher's career. According to the aforementioned study, women – rather than men – if they were given a chance, would not change their minds when choosing teaching as a career; on the other hand, men often considered teaching to be rather an alternative than their main career target. Extrapolating the above, female teachers, choosing this career consciously, are more satisfied with

their jobs. However, some studies showed that the teachers' gender does not have a decisive role in their perception of job satisfaction (Carlson & Mellor 2004; Crossman & Harris 2006).

Studies examining the correlations of teachers' job satisfaction and the type of school they teach at are considerably less numerous than those examining the correlation with their gender. Research results published by Crossman and Harris (2006) indicate that the school type has a statistically significant impact on the level of satisfaction, while teachers working at private schools are more satisfied than those working at public schools. On the contrary, Sultana, Sarker and Shafillah (2017) concluded that there was no significant difference between the job satisfaction of teachers at public and private primary schools. Also, Nasima and Alam (2015) proved that in terms of job satisfaction, there was no significant difference between teachers working at public and private universities.

Regarding the relationship of work experience and/or length of teaching practice and job satisfaction of teachers, the research results are ambiguous. Some studies have not found any significant correlation between work experience and job satisfaction of teachers (Crossman & Harris, 2006), while others have shown that the longer teachers remain in their jobs, the less satisfied they are (Shrestha, 2019; van Houtte, 2006; van der Ploeg & Scholte, 2003). A negative correlation of work experience and satisfaction is generally attributed to older and more experienced teachers having more difficulties with reforms and changes in education, fewer career perspectives and a higher rate of burnout (van der Ploeg & Scholte, 2003; van Maele & van Houtte, 2012). Even Klassen and Chiu (2010) found that there was a non-linear relationship between the career length and job satisfaction. According to their findings, first, job satisfaction increases with age, then, it decreases, approaching the end of one's career. Thus, we can expect the most experienced teachers to have a lower level of job satisfaction than their younger, less experienced colleagues.

Several studies show that job satisfaction and reaching the professional goals of educators also depend on the interactions with others at school (Lortie, 2020). Social contacts and related social support at the workplace represent a social network

providing information resources, practical assistance, empathy and interest to the individual. At school, teachers' social networks are formed by colleagues, school management, parents and students. Social support at work, provided through (in)formal communication channels, represents one of the key factors of professional activities (Salanova *et al.*, 2012). Meta-analyses of research data confirmed the positive effect of the perceived social support provided by the management and colleagues on satisfaction (Chiabur & Harrison, 2008), while the impact of the management's social support has proved to be more significant (Ng & Sorensen, 2008). According to Tabancali (2016), there is a correlation of job satisfaction of teachers and the level of social contacts at work. Social relationships of school teachers are an integral part of their jobs and affect the job perception and performance of teachers (Shapiro, 2010; Troman, 2000). According to van Maele and van Houtte (2012), the job satisfaction of teachers is influenced not only by the teachers' colleagues but also by the school management, while good social relationships with others at school may significantly improve this value (Lortie, 2020).

3. METHOD

Methods: The data analysed in this paper come from the survey conducted in 10 Hungarian counties between January and April 2019, using a sample of 139 teachers of ethnic schools.¹

Survey sample: Respondents – teachers – were selected from schools of all three types teaching Slovak, both in cities and villages. The selection criteria of the survey sample were employment (working as an educator of Slovak or in Slovak currently or in the past) and the availability of the respondent, regardless of the identification criteria (age, location, gender). The survey sample included men (18.7%) and women (88.3%). The age of the respondents in the sample was 24 – 68 years ($M = 48.77$, $SD = 10.017$). The average age of women was 49.49 years, while the average age of men was 43.44 years. 7.3% taught at monolingual schools, 48.2% at bilingual and 43.1% at schools teaching the ethnic language as a separate subject.² 54% claimed to be of Slovak ethnicity, 18.2% claimed to be Hungarian, while 27.7% claimed to be both Slovak and Hungarian.

1 At the time of the survey, the number of teachers teaching Slovak or in Slovak in Hungary was 147.

Procedure: The level of teachers' job satisfaction was measured using the following statement: *I am satisfied with my job*. Respondents had to choose the appropriate option from a scale; the score was then calculated using a seven-point scale, where 1 = "I fully agree" and 7 = "I don't agree at all". To determine the quality of social relationships, we used the following items: *My relationship with pupils/students is...* Like in the previous case, the score was calculated using a 7-point scale, where 1 = "very negative" and 7 = "very positive". *I have a good relationship with my colleagues* and *I perceive support from the school management*. The score was calculated using a seven-point scale, where 1 = "I fully agree" and 7 = "I don't agree at all".

Statistical analyses: Correlations of job satisfaction, gender, age and type of school were verified by non-parametric tests (Kruskal-Wallis and Mann-Whitney). Correlation analysis was used to determine the correlation of social experience and job satisfaction. While doing so, we respected

4. RESULTS

Social interactions and job satisfaction

In the first part of the analysis, we tested the correlations of job satisfaction and the quality of social interactions of teachers at ethnic schools in Hungary. The results showed that there was a correlation between them ($p < 0.05$). As it is evident from Table I, we found a significant correlation between job satisfaction items and the items of relationships of teachers and their pupils/students, colleagues and – supporting – management.

Gender and job satisfaction

In this section, we examined the correlations of job satisfaction and the gender of the teachers. In terms of average scores, men achieved $M=5.56$, $SD=1.93$ and $SE=0.483$, while women achieved $M=6.08$, $SD=0.93$ and $SE=0.085$. No statistically significant differences were found.

Table I: *The correlation of job satisfaction and the quality of social relationships*

| | I am satisfied with my job. | I perceive support from the school management. | I have a good relationship with my colleagues. | My relationship with pupils/students is... |
|--|-----------------------------|--|--|--|
| I am satisfied with my job. | - | | | |
| I perceive support from the school management. | .341** | - | | |
| I have a good relationship with my colleagues. | .362** | .537** | - | |
| My relationship with pupils/students is... | .344** | .263** | .383** | - |

Table II: *The correlation of job satisfaction and gender*

| Independent Samples T-Test | | | |
|----------------------------|---------|----|-------|
| | W | df | p |
| I am satisfied with my job | 886.500 | | 0.601 |

Note: Mann-Whitney U test.

the conditions of their application (Field, 2017).

- In the 2020/2021 school year, there were 37 Slovak schools in Hungary: Currently, there are three types of Slovak ethnic schools in Hungary:
 - Monolingual schools (1) are the ones educating their students in the ethnic language (with the exception of Hungarian language and literature).
 - In bilingual schools (4), students are educated in two languages, with 50 % of the lessons being taught in the ethnic language. It is up to the schools themselves, which subjects are to be taught in Slovak.
 - At schools teaching the ethnic language as a separate subject (32), students are educated in Hungarian; however, the class schedule also contains the ethnic language and literature, amounting to at least 5 lessons per week, with an additional lesson of "Slovak studies" per week (Heldáková, 2019).

Table III: *The correlation of job satisfaction and the type of school*

| School type | Mean | SD | N |
|---------------------------------------|-------|-------|----|
| bilingual | 6.060 | 1.242 | 67 |
| monolingual | 5.900 | 0.568 | 10 |
| teaching Slovak as a separate subject | 6.000 | 1.000 | 59 |

Table IV: *The correlation of job satisfaction and the age*

| Factor | Statistic | df | p |
|--------------------|-----------|----|-------|
| AGE – 3 categories | 1.419 | 2 | 0.492 |

Note. Kruskal-Wallis Test

School type and job satisfaction

In addition to gender, we examined the correlation between job satisfaction and the type of school of the teachers. We found no statistically significant difference between the respective school types ($H(2) = 1.870$, $p = 0.393$). The average scores for the respective school types were very balanced in all cases. Considering the respective groups, teachers of bilingual schools were the most positive, while the lowest average score was achieved by teachers of the monolingual school.

Age (work experience) and job satisfaction

Finally, we examined the correlation of job satisfaction and work experience; we assumed that older teachers would have more work experience (in the questionnaire, we did not ask respondents to provide their career length). We divided teachers into three age groups: younger (24–35), middle-aged (36–50) and elder (51–68). Not even in this case did we see any statistically significant differences among the age groups (test statistic = 1.419, $df = 2$, $p = 0.492$). When considering the career length of the teachers, the most satisfied were the teachers belonging to the youngest group ($M = 6.22$; $SD = 0.73$), while the least satisfied were the teachers belonging to the group of 51–68 year-old teachers ($M = 5.90$; $SD = 1.16$).

The analysis results show that the teachers' gender was not significant in terms of job satisfaction. Considering the type of school and the respective age categories, statistically significant differences were not found between the various groups. Within the groups themselves, the highest job satisfaction appeared with teachers of bilingual schools and 24–35 year-old teachers.

6. DISCUSSION

The presented results show that the quality of social interactions of teachers at school significantly correlated with the level of job satisfaction. The presented findings are in line with the results of studies confirming the importance of positive relationships with others at school in terms of teachers' job satisfaction (Skaalvik & Skaalvik, 2011; Troman, 2000; van Maele, D. & van Houtte, M., 2012). Significant correlations were found in all three examined fields: work relationships, management support and relationships with pupils/students. Similar conclusions were noted by Cockburn (2000), who claimed that efficient management and having opportunities to develop professional capabilities and skills play an important role in teachers' job satisfaction. According to Tabancali (2016), headmasters should promote social groups organizing curricular and extracurricular activities. The existence of such groups could lead to an increase in teachers' job satisfaction. In general, these findings indicate that the quality of school social relationships plays a significant role in the development of job satisfaction.

The present results also show that gender does not have a significant impact on the job satisfaction of Slovak teachers in Hungary. The gender structure of teachers could be considered as a certain limitation of the analyses, but this corresponds to their real situation and copies women's share among teachers in Hungary. OECD (2017) claimed that 79% of the students of pedagogy were female. Moreover, women had a dominant share at all levels of compulsory education (97% in primary education, 77% in secondary education and 64% in further education). Based on this, it can be stated that in Hungary, like in other countries, teachers

are mostly female (OECD, 2017). The same applies also to the Slovak ethnic education, where the share of women corresponds to the composition of the survey sample. The small share of men among educators is usually explained by their insufficient salaries. Although this factor plays a significant role, it would not be right to reduce the entire problem only to the question of salaries. Other factors also contribute to the low status of being a teacher and the insufficient attractiveness of the profession to men: not enough personal autonomy and possibilities for self-realization, the directive, authoritative school management, limited possibilities of career growth, the overburden of bureaucracy, predominantly female staff, etc. The results found are in line with the findings of other authors (Carlson & Mellor 2004; Crossman & Harris, 2006), who found minuscule differences in job satisfaction based on the teachers' gender. Aytac (2015), performed a meta-analytic study of 59 studies, noting small or almost no effect of the gender on job satisfaction.

The correlation of work experience and job satisfaction has not been confirmed in the present study. Our results are contrary to the findings of Shresta (2019), according to whom older teachers exhibit greater job satisfaction than their younger counterparts, or to the findings of van Maele and van Houtte (2012), according to whom the longer the career, the lower the job satisfaction of teachers is. This is in line with the argument that older teachers with longer practice are more exhausted than their younger colleagues and thus they are also less satisfied. The correlation of age and job satisfaction may be a result of a generation gap

and the different value systems of the teachers. Likewise, a nonlinear relationship of the age and the job satisfaction of teachers, as stated by Klassen and Chiu (2010), has not been confirmed. The results also show that the age composition of the survey sample ($M=48.8$) corresponds to the representative data of the TALIS 2018 project performed with teachers in Hungary ($M=48$); in both cases, the teachers' age surpassed the OECD (2019) mean ($M=44$). As in the case of gender, our findings may have been partly influenced by the uneven age structure of the respondents.

Our results also show that the type of school does not correlate with teachers' job satisfaction. In this context, the results obtained are in line with those of Sultana, Sarker and Shafillah (2017) and Nasima and Alam (2015), who claim that there was no significant difference between the job satisfaction of teachers at public and private schools and universities. Teachers of bilingual schools expressed the highest level of job satisfaction, so we can assume that a potential increase in the number of bilingual ethnic schools would lead to an increase in the job satisfaction of teachers and, possibly, to a more successful preservation of Slovak ethnicity in Hungary.

The presented results may be interpreted considering the fact that job satisfaction has a direct impact on work performance. The survey study conducted by Judge *et. al.* (2001), based on meta-analysis of 312 survey samples involving 54,417 people, confirmed a correlation of job satisfaction and work performance (although not as significant as expected, since the overall correlation coefficient was approx. 0.3).

CONCLUSIONS

In terms of teachers' job satisfaction, research reported its relatively higher level, compared to other professions (Travers & Cooper, 1996; Bota, 2013). The level of teachers' job satisfaction is not only an important predictor of their work at school, but also of their intention to leave their jobs (Crossman & Harris, 2006; Skaalvik & Skaalvik, 2011; Somech & Drach-Zahavy, 2000). Even the analysis performed by the Australian Association for Research in Education (McKenzie, Rowley, Weldon, & Murphy, 2011) on a sample of 2144 teachers shows that the probability of leaving the job is more than six times higher among teachers feeling dissatisfied with their work.

This paper was supported by the scientific grant agency of the Ministry of Education, Science, Research and Sport of the Slovak Republic and of Slovak Academy of Sciences VEGA 2/0012/19 Reflection of Slovak national educational system in Hungary in the context of the present and other perspectives of its functioning.

REFERENCES

- Aydin, A., Uysal, S., & Sarier, Y. (2012). The effect of gender on job satisfaction of teachers: a meta-analysis study. *Procedia-Social and Behavioral Sciences*, 46, 356–362. <https://doi.org/10.1016/j.sbspro.2012.05.122>
- Aytac, T. (2015). The Effect of Gender on Teachers' Job Satisfaction: A Meta-analysis. *The Anthropologist*, 20(3), 385–396. <https://doi.org/10.1080/09720073.2015.11891742>
- Blömeke, S., Houang, R., Hsieh, F. J., & Wang, T. Y. (2017). Effects of job motives, teacher knowledge and school context on beginning teachers' commitment to stay in the profession: A longitudinal study in Germany, Taiwan and the United States. In G. K. LeTendre, & M. Akiba (Eds.), *International handbook of teacher quality and policy* (pp. 374–387). London: Routledge.
- Bota, O., A. (2013). Job Satisfaction of teachers. *Procedia – Social and Behavioral Sciences*, 83, 634–638.
- Carlson, J. H., & Mellor, S. (2004). Gender-Related Effects in the Job-Design-Job-Satisfaction Relationship: An Interactional Approach. *Sex Roles: A Journal of Research*, 51(3–4), 237–247. <https://doi.org/10.1023/B:SERS.0000037767.72299.bd>
- Chiaburu, D. S., & Harrison, D. A. (2008). Do peers make the place? Conceptual synthesis and meta-analysis of coworker effects on perceptions, attitudes, OCBs, and performance. *Journal of applied psychology*, 93(5), 1082–1103
- Cockburn, A. D. (2000). Elementary teachers' needs: Issues of retention and recruitment. *Teaching and Teacher Education*, 16(2), 223–238. [https://doi.org/10.1016/S0742-051X\(99\)00056-6](https://doi.org/10.1016/S0742-051X(99)00056-6)
- Crossman, A., & Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational Management Administration and Leadership*, 34(1), 29–46. <https://doi.org/10.1177/1741143206059538>
- De Nobile J. J., & McCormick J. (2008). Job satisfaction of Catholic primary school staff: a study of biographical differences. *International Journal of Educational Management*, 22(2), 135–150. <https://doi.org/10.1108/09513540810853549>
- Demirtas, Z. (2010). Teachers' job satisfaction levels. *Procedia Social and Behavioral Sciences*, 9, 1069–1073. <https://doi.org/10.1016/j.sbspro.2010.12.287>
- Dreer, B. (2021). Teachers' well-being and job satisfaction: The important role of positive emotions in the workplace. *Educational Studies*, 1–17. <https://doi.org/10.1080/03055698.2021.1940872>
- Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. London: SAGE.
- Heldáková, L. (2019). Sustainability of the (Slovak) national narrative of Slovaks from the Lower Land (past, present and future). In P. Adamec, M. Šimáně, & E. Kovářová (Eds.), *Sborník z mezinárodní konference iCOLLE 2019* (pp. 66–74). Brno: Mendelova univerzita v Brně. Available from: <https://www.icolleconference.cz/files/345-icolle-2019-fv.pdf>
- Homišínová, M. (2003). Charakteristické znaky etnickej identity Slovákov v Maďarsku a ich odraz vo výskume slovenskej inteligencie. *Človek a spoločnosť [Individual and Society]*, 6(3), 41–51. Available from: <http://www.clovekaspolocnost.sk/sk/rocnik-6-rok-2003/3/studie-a-clanky/charakteristicke-znaky-etnickej-identity-slovakov-v-madarsku-a-ich-odraz-vo-vyskume-slovenskej-inteligencie/>
- Huberman, M. (1993). The model of the independent artisan in teachers' professional relations. In: J. W. Little, & M. W. McLaughlin (Eds.), *Teachers' work: Individuals, colleagues and contexts*. (pp. 11–50). New York: Teachers' College Press.
- Judge, T., Thoresen, C., Bono, J., & Patton, G. (2001). The job-satisfaction job-performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376–407.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756. <https://doi.org/10.1037/a0019237>
- Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology*, 36(2), 114–129.
- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology*, 100(3), 702–715. <https://doi.org/10.1037/0022-0663.100.3.702>
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805–820. <https://doi.org/10.1037/a0032583>
- Lortie, D. C. (2020). *Schoolteacher: A sociological study*. University of Chicago Press.

- Ma, X., & MacMillan, R. (1999). Influences of workplace conditions on teacher's job satisfaction. *The Journal of Educational Research*, 93(1), 39–47.
- Magee, W. (2013). Anxiety, demoralization, and the gender difference in job satisfaction. *Sex Roles*, 69(5-6), 308–322. <https://doi.org/10.1007/s11199-013-0297-9>
- McKenzie, P., Rowley, G., Weldon, P. R., & Murphy, M. (2011). *Staff in Australia's schools 2010: main report on the survey*. Available from: https://research.acer.edu.au/tll_misc/14/
- Nasima, M., & Alam, N. (2015). Job Satisfaction among Female Fculties of Different Public and Private Universities in Bangladesh: A Comparative Analysis. *ABC Journal of Advanced Research*, 4(1), 17–26. <https://doi.org/10.18034/abcjar.v4i1.42>
- Ng, T. W. H., & Sorensen, K. L. (2008). Toward a further understanding of the relationships between perceptions of support and work attitudes: A meta-analysis. *Group & Organization Management*, 33(3), 243–268. <https://doi.org/10.1177/1059601107313307>
- OECD. (2017). *Hungary. In Education at a glance 2017: OECD indicators*. Paris, France: OECD.
- OECD (2019). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. Paris: TALIS, OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- Salanova, M., Llorens, S., Cifre, E., & Martínez, I. M. (2012). We Need a Hero! Toward a Validation of the Healthy and Resilient Organization (HERO) Model. *Group & Organization Management*, 37(6), 785–822. <https://doi.org/10.1177/1059601112470405>
- Shapiro, S. (2010). Revisiting the teachers' lounge: reflections on emotional experience and teacher identity. *Teaching and Teacher Education*, 26, 616–621.
- Shrestha, M. (2019). Influence of Age group on Job Satisfaction in Academia. *SEISENSE Journal of Management*, 2(3), 30–41. <https://doi.org/10.33215/sjom.v2i3.141>
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
- Somech, A., & Drach-Zahavy, A. (2000). Understanding extra-role behavior in schools: The relationships between job satisfaction, sense of efficacy, and teachers' extra-role behavior. *Teaching and Teacher Education*, 16(5–6), 649–659.
- Sultana, A., Sarker, N.I. & Shafiullah, P. (2017). Job Satisfaction of Public and Private Primary School Teachers of Bogra District in Bangladesh. *Journal of Sociology and Anthropology*, 1(1), 41–46. <https://doi.org/10.12691/jsa-1-1-6>
- Szarka, L. (2000). Jazykové problémy menšinového školstva na Slovensku a v Maďarsku. Človek a spoločnosť [Individual and Society], 3(1). Available from: <http://www.clovekaspolocnost.sk/sk/rocnik-3-rok-2000/1/studie-a-clanky/jazykove-problemy-mensinoveho-skolstva-na-slovensku-a-v-madarsku/>
- Tabancali, E. (2016). The relationship between teachers' job satisfaction and loneliness at the workplace. *Eurasian Journal of Educational Research*, 66, 263–280. <https://dx.doi.org/10.14689/ejer.2016.66.15>
- Toropova, A., Myberg, E., & Johansson, S. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, <https://doi.org/10.1080/00131911.2019.1705247>
- Travers, C. (2017). Current Knowledge on the Nature, Prevalence, Sources and Potential Impact of Teacher Stress. V T. M. McIntyre, S. E. McIntyre, & D. J. Francis (Ed.), *Educator Stress: An Occupational Health Perspective* (pp. 23–54). Springer International Publishing. https://doi.org/10.1007/978-3-319-53053-6_2
- Travers, C., & Cooper, C. (1996). *Teachers under pressure. Stress in the teaching profession*. London, Routledge.
- Troman, G. (2000). Teacher stress in the low-trust society. *British Journal of Sociology of Education*, 21, 331–353.
- van der Ploeg, J. D., & Scholte, E. M. (2003). Arbeidssatisfactie onder leraren [Job satisfaction among teachers]. *Pedagogiek*, 23, 276–290.
- van Houtte, M. (2006). Tracking and Teacher Satisfaction: Role of Study Culture and Trust. *The Journal of Educational Research*, 99(4), 247–256. <https://doi.org/10.3200/JOER.99.4.247-256>
- van Maele, D., & van Houtte, M. (2012). The role of teacher and faculty trust in forming teachers' job satisfaction: Do years of experience make a difference? *Teaching and Teacher Education*, 28(6), 879–889. <https://doi.org/10.1016/j.tate.2012.04.001>

Contact

Mgr. Mária Ďurkovská, PhD.: durkovska@saske.sk

Mgr. Michal Kentoš, PhD.: kentos@saske.sk