

Представники офіцерського складу в більшій мірі ніж представники рядового складу схильні брати відповідальність на себе за те, що з ними відбувається.

Офіцери більшою мірою схильні до управління оточуючими. Також вони мають більш стійкі цілі в житті ніж члени рядового складу.

У цілому, рівень задоволеності життям у представників офіцерського складу вище ніж у представників рядового складу.

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TEACHER'S JOB SATISFACTION: THE COMPARATIVE STUDY

Teacher's emotional well-being within working environment influences the achievement and mental comfort of his/her students. Nowadays teachers report being overworked, poorly paid, non-appreciated

within the community and dissatisfied with their job [4, p. 1-2]. It may be caused by the declination of the status of teaching profession, its poor representation in media or some cultural or economic reasons.

The job satisfaction is the individual's attitude towards his/her job, thus, it is an attitudinal category [6, p. 3]. According to Herzberg's "two-factor" theory [2, p. 2-3], there are two kinds of factors influencing person's job satisfaction ("motivators") and dissatisfaction ("hygiene factors"). Motivators include opportunities for professional achievement, recognition of teacher's contribution, responsibility for teacher, possibility of a promotion and professional growth. In addition, professional autonomy, good relationships with pupils, colleagues and balance between home life and job are intrinsic factors leading to the job satisfaction [3, p. 63-65]. While "hygiene" factors include school policy, quality of supervision, job security, relationship with administration, salary and society's view on teachers. Noticeably, factors causing dissatisfaction are different from those causing job satisfaction [3, 68-69]. Thus, elimination of hygiene factors does not guarantee teacher's job satisfaction, but absence of dissatisfaction. Teachers' job satisfaction is determined by the personal self-efficacy (beliefs in own abilities to succeed as a teacher), interpersonal relationship with colleagues, staff, school principals, students and their parents [1, p. 823].

Low level of teacher's job satisfaction may be a signal of classroom stress, and, as a result, reduce the teaching efficiency and professional efforts. And in contrary, teachers with high level of self-efficacy usually report higher level of job satisfaction and lower level of classroom stress [5, p. 748-749]. Moreover, authors found that female teachers usually have a greater level of workload and classroom stress, than male.

However, the main question of the current research is the teachers' job satisfaction in different countries. Thus, Ukraine and Lithuania were chosen as countries of interest, as, according to personal experience of the researcher, lots of teachers there share negative beliefs about their profession, consequently, they might be dissatisfied with their jobs. Finland was selected as a third country for comparison, as its educational system is highly efficient and Finnish teachers enjoy a high level of trust and appreciation in the society. Thus, the goal of the current research is to

measure and compare the average degrees of Ukrainian, Lithuanian and Finnish teachers' job satisfaction and answer the research question: Is there any significant difference between the extent of job satisfaction of Ukrainian, Lithuanian and Finnish teachers.

The current study was a part of a broader research aimed to measure the teachers' professional self-confidence. The quantitative strategy of inquiry and on-line survey were applied in order to receive the comparable numerical data and enroll a larger number of respondents. Teachers were sent the letters which contained the requests for participation and link to the on-line questionnaire (developed on the apklausa.lt web-site). The questionnaires were translated into local languages to ensure the convenience for the participants. Teacher's job satisfaction was measured with the questionnaire, developed and validated by Caprara, Barbanelli, Borgogni and Steca [1, p. 832-831]. Originally, the questionnaire contained 52 items, were 4 measured teachers' job satisfaction, thus, they are used for the current research. Each item was measured using 7-point Likert scale, ranging 1 (Strongly disagree), 2 (Disagree), 3 (Somewhat disagree), 4 (Neither agree nor disagree), 5 (Somewhat agree), 6 (Agree), 7 (Strongly agree).

Participants were 393 practicing teachers from Ukraine, Lithuania and Finland. In order to participate in a current research they had to be employed in schools of Ukraine, Lithuania or Finland. The samples of respondents were unequal in terms of their numbers: 160 respondents from Lithuania, 135 from Ukraine and 98 from Finland. The collected numerical data was exported to the SPSS program, coded and described quantitatively. The item of job satisfaction was determined as dependent variable, while countries (Ukraine, Lithuania, Finland) were determined as independent. Multivariate comparison (Scheffe test) was applied in order to define the significance of the difference between the degrees of teachers' job satisfaction.

The results presented in the Table 1 demonstrate differences between teachers' subjective evaluation of their job satisfaction. Finnish teachers indicated the highest degree of job satisfaction ($M=5.70$), while Lithuanian scored similar result ($M=5.51$), and the difference is statistically insignificant. At the same time, Ukrainian teachers indicated

the lowest scores ($M=4.94$), which demonstrates statistically significant difference comparatively to Finnish (-76) and Lithuanian (-57) teachers (at the .05 level). Moreover, such result ranges between the point of uncertainty and agreement about job satisfaction of Ukrainian teachers.

Table 1

Lithuanian, Ukrainian and Finnish teachers' job satisfaction: mean

Dependent variable	Country (I)	Number of respondents	Mean	Country (J)	Mean Difference (I-J)	Significance
Teacher's job satisfaction	Lithuania	160	5.51	Ukraine	.57*	.000
				Finland	-.19	.374
	Ukraine	135	4.94	Lithuania	-.57*	.000
				Finland	-.76*	.000
	Finland	98	5.70	Lithuania	.19	.374
				Ukraine	.76*	.000

Scale [1-7]

* The mean difference is significant at the .05 level.

The multiple comparison (Scheffe test) was implemented in order to compare the means for all statements measuring teachers' job satisfaction for three countries investigated (Table 2). In general, the results show that teachers evaluated the statements positively, however, Ukrainian teachers expressed their uncertainty about some of them. Finnish and Lithuanian teachers evaluated their job satisfaction highly, however, there is statistically significant difference in a statement about satisfaction from treatment of colleagues and supervisors, where Lithuanian teachers scored lower, at the same level as Ukrainian, but still positive (above 5 which means agreement). At the same time, Ukrainian teachers indicated the lowest degree of job satisfaction, comparatively to Lithuanian and Finnish, and the difference is statistically significant (at the .05 level).

Table 2

**Lithuanian, Ukrainian and Finnish teachers' job satisfaction:
multiple comparisons**

Items (dependent variables)	Country (I)	Mean	Country (J)	Mean Difference (I-J)	Significan ce
1. <i>I am fully satisfied with my job</i> Overall job satisfaction	Lithuania	5,53	Ukraine	.97*	.000
			Finland	.31	.213
	Ukraine	4,56	Lithuania	-.97*	.000
			Finland	-.66*	.002
	Finland	5,21	Lithuania	-.31	.213
			Ukraine	.66*	.002
2. <i>I am happy with the way my colleagues and superiors treat me</i> Treatment of colleagues and supervisors	Lithuania	5,38	Ukraine	.20	.400
			Finland	-.60*	.002
	Ukraine	5,18	Lithuania	-.20	.400
			Finland	-.80*	.000
	Finland	5,98	Lithuania	.60*	.002
			Ukraine	.80*	.000
3. <i>I am satisfied with what I achieve at work</i> Professional achievement	Lithuania	5,66	Ukraine	.53*	.000
			Finland	-.15	.512
	Ukraine	5,13	Lithuania	-.53*	.000
			Finland	-.68*	.000
	Finland	5,82	Lithuania	.15	.512
			Ukraine	.69*	.000
4. <i>I feel good at work</i> Emotional comfort	Lithuania	5,48	Ukraine	.58*	.001
			Finland	-.31	.193
	Ukraine	4,89	Lithuania	-.58*	.001
			Finland	-.89*	.000
	Finland	5,79	Lithuania	.31	.193
			Ukraine	.89*	.000

Scale [1-7]

*The mean difference is significant at the .05 level.

Lithuania n=160; Ukraine n=135; Finland n=98

Ukrainian teachers positively evaluated their satisfaction about own professional achievement (M=5.13) and treatment from colleagues and supervisors (M=5.18). While they expressed an uncertainty in statements about overall job satisfaction (M=4.56) and the emotional comfort within working environment (M=4.89). Lithuanian teachers reported a positive view on their job satisfaction. They highly evaluated an overall job satisfaction (M=5.53) and their teaching achievement (M=5.66). While the statement about treatment of colleagues and superiors was evaluated slightly lower (M=5.38). Finnish teachers highly evaluated their professional achievement (M=5.82), emotional comfort (M=5.79) and satisfaction about treatment of colleagues and superiors (M=5.98). However, the overall job satisfaction is lower (M=5.21) and close to the uncertainty.

Teacher's job satisfaction is an indicator of their professional well-being, emotional comfort and professional efficiency. There is a significant difference between Ukrainian, Lithuanian and Finnish teachers' levels of job satisfaction, which may be caused by different cultural and economic reasons or managerial strategies and educational policy conditions. Ukrainian teachers experience some extent of the emotional discomfort, which, perhaps, is caused by the interpersonal relationship within the school community, and may be a sign of their job-related stress. While the concerns of Finnish teachers may relate to some additional factors of job satisfaction, for instance, recognition or promotion. Further qualitative study will answer the questions arose from current research: Which factors of teachers' job satisfaction are the most significant in every country? What additional factors are influential? How teachers' educational background influences their job satisfaction?

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РОЛЬ ТЕМПЕРАМЕНТУ В УСПІШНОСТІ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

У сучасних умовах розвитку суспільства відбувається збільшення кількості професій, сфер професійної діяльності та підвищуються вимоги до працівників. Тому для прогнозування успішності у певній професійній діяльності важливим є врахування різних факторів, що можуть впливати на виконання професійних обов'язків, серед яких і такі індивідуальні властивості особистості