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TEACHERS' JOB SATISFACTION AS A PREREQUISITE FOR QUALITY TEACHING OF NATIVE AND FOREIGN LANGUAGES

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Abstract

Nowadays, everyone seems to have entered a state of apathy, because dissatisfaction is felt everywhere. Someone is constantly complaining about something or someone and they can be rarely seen smiling and cheerful. According to statistics at the global level, one in five people is dissatisfied with their job or dissatisfied at work. It is an undeniable fact that most of the day, or rather most of the life, of every employee spends at work and we should be aware that the dissatisfaction felt at work is also transmitted home, to the circle of loved ones, friends, etc. On the other hand, from another aspect, native and foreign language teachers must invest their maximum effort in order to succeed in creating generations that will be of high quality and capable and will cope with all the challenges that the future will bring. One of the conditions is job satisfaction, that is, the satisfaction that native and foreign language teachers feel at the workplace.

Keywords: language learning, dissatisfaction, job satisfaction, native and foreign language teachers

INTRODUCTION

Employment is a concept that has a dual value in our society. On the one hand, it is an economic tool that provides the economy with a capable and sustainable workforce, and on the other hand, it serves as an instrument for inclusion and integration that breaks isolation and fulfills people's needs for their participation, as well as for them to have their own meaning. In every educational institution that sees itself as successful and productive in its vision for the future, it is necessary to pay great attention to human resource management. Employees are the ones who, with their knowledge, skills and abilities, constitute "the invaluable wealth that the organization possesses" (Bahrami-Habibzadeh, 2017), all the more so when they have a built and strengthened organizational culture. If they are satisfied with their work and motivated, they will invest in learning more, enabling quality teaching regardless of the subject in question, and in our case, language teaching. The quality of working life directly increases job satisfaction and offers more opportunities for learning at work and allows employees to cope with organizational changes more easily. Nowadays, more than ever, there is a great difference in the level of quality of working life (in our country as well as worldwide). The essential differences can mainly be found in: employment contracts, job security, work autonomy, in terms of material and non-material compensation, in the duration of work, as well as in the possibility of career development of the employees themselves. In this paper, we want to show the impact of teachers' job satisfaction on quality language teaching. The subjects of the educational process are the ones who can feel the mood of their teachers the most, because they mostly want to be respected and valued.

Quality of working life

The quality of working life is defined in many ways, and basically this term implies a result/state that depends on several factors, namely: the workplace and its flexibility, job satisfaction, abilities, skills, lifelong learning and career development opportunities for employees, equality in the

workplace, health, safety and security at work, material/non-material benefits, work-life balance. In business manuals, the quality of working life is defined as "the degree of personal satisfaction with work, which depends on the extent to which the employee feels valued and significant, motivated and empowered in the workplace, and also pays great attention to job security, career development opportunities, work tasks and work-life balance".

Nadler and Lawler define the term as "a way of thinking about people, work, and organizations, where the main elements are: concern for the impact of work on people and organizational effectiveness and the idea of participation in solving organizational problems and making decisions."

Hackman and Oldhams place special importance on defining the quality of work life and they argue that it depends directly on the nature of the work/work tasks because it highlights the connection between the work environment and the personal needs of the employee. They indicate that a work environment that is able to fulfill and satisfy the needs of employees is able to provide positive interaction, which will lead to an excellent quality of work life. Their view is that the personal needs of employees are satisfied when the rewards from the organization, promotion, recognition and development meet their expectations.

Job dissatisfaction

In the workplace, we need to direct our energy and express our creativity. If we feel dissatisfied with our work, it can have harmful consequences on our health, causing us to be absent from work due to illness or our work will not fulfill the assigned tasks, that is, we will not be productive. It is for these reasons that managers of every organization strive to reduce or eliminate job dissatisfaction among their employees. To succeed in this, the factors or sources that lead to it must be identified, all' in order to take the necessary steps in a timely manner. Consequences arise not only when employees are satisfied with their work but also vice versa, when they do not feel any satisfaction from their work.

Dissatisfaction is a feeling that originates within the individual, and for this reason, many who have studied these results have focused on individual differences. Individuals who are highly susceptible to dissatisfaction show higher levels of hostile moods such as anger, contempt, disgust, guilt, fear, and nervousness in both work and non-work contexts. Individuals who are highly prone to dissatisfaction tend to focus only on negative aspects of themselves and others around them. Such individuals have significantly higher levels of anxiety in a given situation than others, indicating that some people bring dissatisfaction to their work. Numerous studies show that choosing to be unhappy in adolescence predicts overall dissatisfaction in adulthood. Compared to those with a positive outlook on life, people who are prone to dissatisfaction have little hope that finding a new job will lead to better results. Recruitment and selection should assess the extent to which each candidate has a history of chronic dissatisfaction with their employment through interviews. For example, if a candidate states that they are dissatisfied with their previous five jobs, the employer will certainly not be able to find a reason or even think that this particular job will be different from the others. This also confirms the fact that dissatisfaction with other aspects of life is reflected in the workplace. This means that workers who, for example, have problems in their family can transfer this tendency to dissatisfaction with their job or with the entire organization.

Job satisfaction

Job satisfaction is a term that describes whether employees are satisfied, happy, and have their needs and desires met at work. Satisfied employees are more motivated and have a positive attitude towards their job. Job satisfaction is a complex approach that includes certain assumptions and beliefs about work as the cognitive component, feelings about work as the affective component, and the assessment of satisfaction itself as a component. Satisfaction is more than an attitude, it is an internal state that is associated with the employee's achievements at work. Some employees will be satisfied with some aspects of their job, while others will not be with those same aspects, and therefore it is very difficult to objectively measure job satisfaction.

The level of job satisfaction is influenced by several variables, including: personal, social, organizational, cultural and external factors. Personal factors include the person himself, education, intelligence, marital status and work orientation. Social factors include relationships with co-workers, group work, the opportunity for interaction. Cultural factors include the basic attitudes, beliefs and values held by employees. Organizational factors include; organizational structure, relationship with employees, nature of work, technology, working conditions, leadership style of management. External factors include environmental factors such as: economic factors, social and the impact of technological development (Cohen, Chaput & Cashon, 2002).

Job satisfaction can also be described as "a pleasant feeling that arises from the perception that a job fulfills or enables the fulfillment of an individual's important business values." This definition includes the following three important aspects of job satisfaction: preference, importance of value, and perception. Value is defined as "consciously or unconsciously what the individual wants to achieve." Different employees have different values that they consider important, which is crucial in determining the nature and level of their job satisfaction. For example, one person may value salary above all else, while another person may value the opportunity to travel abroad as part of their job. The third aspect, perception, is the situation at a given moment in time in relation to the value that they value. However, it is not necessarily an accurate reflection of the present because different people may view the same situation differently.

Job satisfaction is closely related to the ability to meet employees' needs and can relate to the following factors: coworkers, job content, salary, working conditions, working hours, education, recognition, status, success, responsibility, security, and ability to develop. Research and numerous surveys have shown that satisfaction factors can best be grouped into two categories: organizational and personal job satisfaction factors.

We can look at all of the above in two ways. One way is to focus on the employees themselves - the teachers - and how they feel in their jobs, and the other way is to put ourselves in the role of a direct observer or a directly affected parent who entrusts their child to the teachers and expects the greatest benefits for their child from them.

But, under no circumstances should we forget that a teacher is just a human being who has his own needs, desires, and problems outside of work hours.

RESEARCH METHODOLOGY

The subject of this research is the influence of job satisfaction on the performance of employees in educational institutions, which is directly related to their work and private lives. Performance is directly related to productivity, and productivity is related to the performance of employees. The management of each institution has an important role in which it strives to satisfy the desires and needs of its employees so that their investment in the performance of everyday tasks and obligations would be of great importance for the purposes of teaching. Hence, finding measures and activities that will influence the increase in job satisfaction among teachers.

The aim of the research is to show that every teacher needs to feel a high level of job satisfaction in order to be able to provide a high level of quality in their teaching.

Based on the subject of research, the methodology used during the research is determined, and the methods will be combined depending on the content, i.e. the element being researched.

The research is developmental in nature, with the aim of determining whether native and foreign language teachers from our city and the wider region have a high level of job satisfaction.

According to the content, this research is social, as it treats a phenomenon that is occurring at the same time in the Southwestern region of the Republic of North Macedonia.

According to the time duration of monitoring the research phenomenon, this research is transferable, as it will be realized in a short period of time, in different places, under different conditions.

Primary and secondary sources are used to prepare the paper. Secondary sources refer to professional literature, scientific papers in the field of human resource management, language learning curricula, in theory and practice.

The general scientific methods used in data processing are:

Analytical-synthetic method - analysis of certain phenomena, breaking them down to their basic parts, grouping them according to common characteristics and, based on that, drawing and presenting new specific conclusions.

Inductive-deductive method - establishing general conclusions through individual specific views and observations, and vice versa, arriving at new specific conclusions through general views.

Descriptive method - as a procedure for describing or presenting the subject of scientific research with scientific interpretation and explanation is one of the goals of science (along with prediction and explanation). The descriptive method, as the name suggests, describes objects and phenomena. Descriptive methods can be observational methods, surveys and case studies. Descriptive research can be explained as a description of the state of things at the moment when the researcher observes them without changing any of the variables. In doing so, various aspects of a phenomenon or object, their characteristics and/or behavior are described. Extensive scientific and professional literature and specific research by prominent experts from the country and abroad were used in the description.

Statistical method - the collected data were statistically processed, interpreted and then analyzed, based on which appropriate conclusions will be drawn about the researched phenomenon. The statistical method and its application will enable sorting and organizing the previously collected data according to various criteria, all of which will be supported by statistical tables and graphical displays in order to more easily and clearly determine the relations of conditionality of this phenomenon.

For the purposes of this paper, analysis was used as a procedure, which, with the help of a survey questionnaire, allowed for the collection of data for the research of native and foreign language teachers in the Southwestern region of the Republic of North Macedonia.

The obtained data were analyzed both qualitatively and quantitatively.

- Methods of scientific knowledge

The interpretation of the obtained data is based on several methods of scientific inference, namely:

a. basic procedure of scientific inference

- analysis;

b. auxiliary procedure of scientific inference:

- comparative analysis.

Staffing plan:

Teachers who teach a language were randomly selected and surveyed.

Timeline:

The research was conducted from September 2025 to December 2025 according to the following schedule:

1. Technical preparation of the survey questionnaires;
2. The survey questionnaires were delivered to and answered by randomly selected respondents.
3. Collection and classification of survey questionnaires.

The results of the research will be beneficial for parents, teachers who teach native and foreign languages, but also for the entire social community.

RESEARCH RESULTS

The research included 100 randomly selected respondents, teachers of native and foreign languages. They were sent questionnaires electronically, consisting of three parts: demographic data, suggested answers and evaluation. The completed questionnaires were sent again by e-mail. After they were processed, conclusions were drawn.

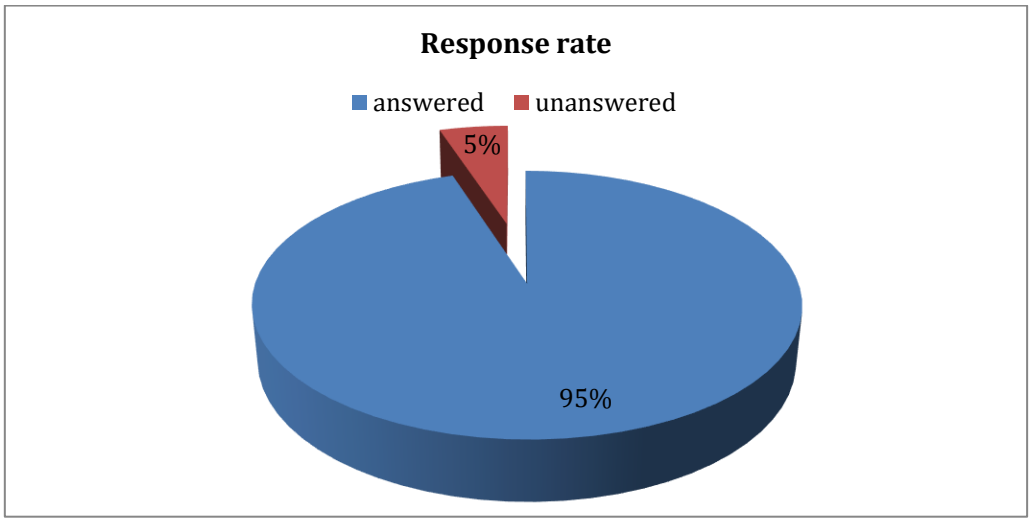


Chart No. 1. Structure of respondents according to the response rate to the survey questionnaire

From the survey questionnaires sent to the respondents, native and foreign language teachers, we received a response rate of 95%, which in our opinion is a satisfactory percentage.

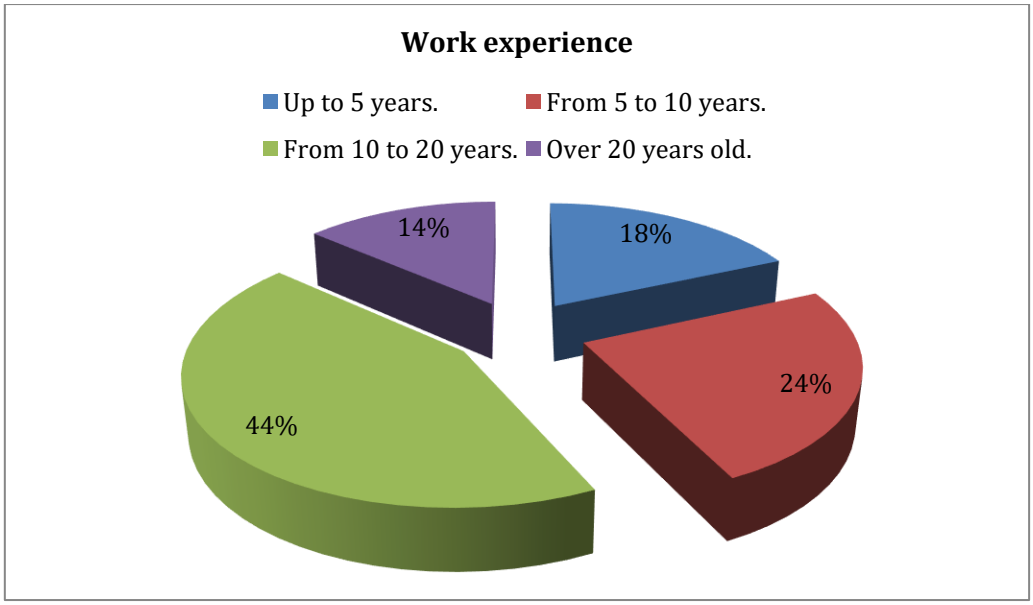


Chart No. 2. Structure of respondents according to work experience

Chart number 2 graphically presents the percentage of years of work experience of the respondents. With work experience up to 5 years, 18% of the total number, with 5 to 10 years of experience, are 24%, with 10 to 20 years of work experience are the largest number, namely 44%, and the smallest percentage, 14%, are employees who have worked for over 20 years.

It can be concluded that employees account for the largest percentage of respondents with work experience of 10 to 20 years, which also includes some employees with over 20 years of work experience.

Chart No. 3, which is presented on the next page, contains the results of the survey question, i.e. the survey statement - I know the work I do well and I do it without difficulty, the respondents were required to rate it with a score from 1 to 5. 2% said it was sufficient, 4% said it was good, 32% said it was very good, and the largest number of respondents, as much as 62%, said that they know their job very well and do it without difficulty.

It can be concluded that native and foreign language teachers have received the necessary training and know their job.

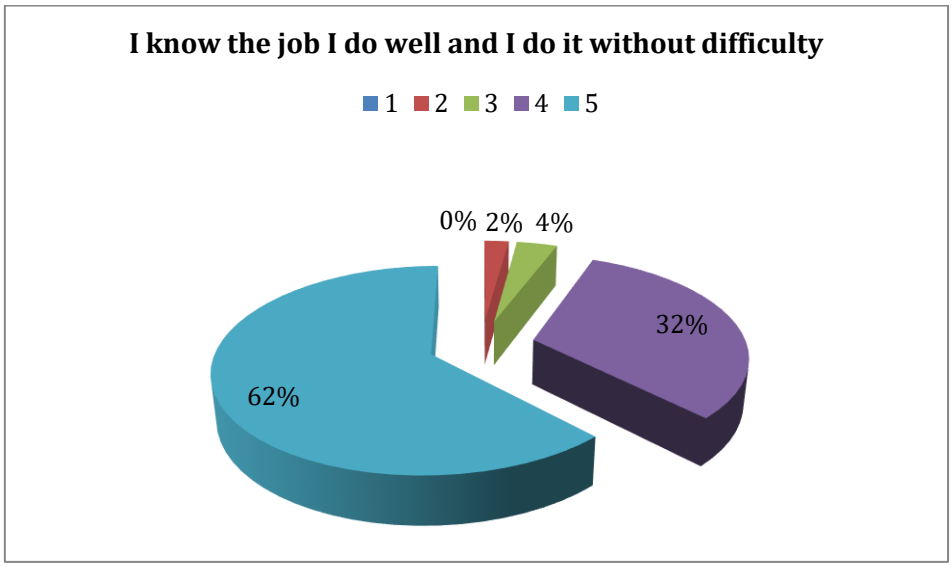


Chart No. 3. I know the work I do well and I do it without difficulty.

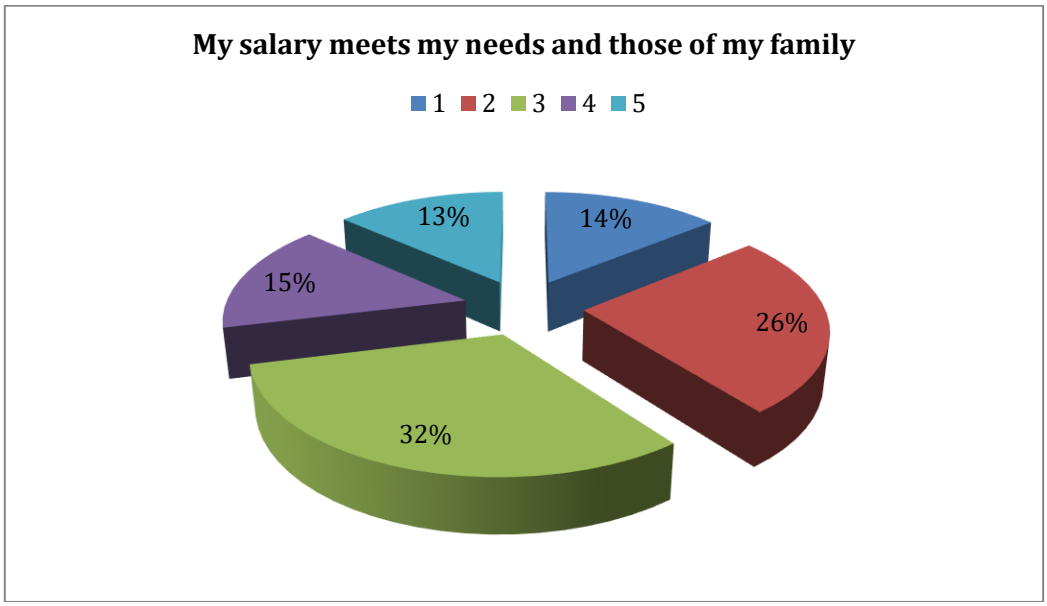


Chart No. 4. My salary meets my needs and those of my family

The survey conclusion - how much the respondents' salary satisfies their and their families' needs, is graphically presented in graph number 4. The following can be noted: of the total number of respondents who were included in the survey, 14% declared themselves with an unsatisfactory rating,

26% declared themselves with a sufficient rating, the majority of them declared themselves with a good rating, namely 32%, 15% declared themselves with a very good rating, while 13% of the total number of respondents declared that their salary is sufficient to satisfy their and their families' needs.

It can be concluded that some of the respondents need to work additional jobs to earn additional income.

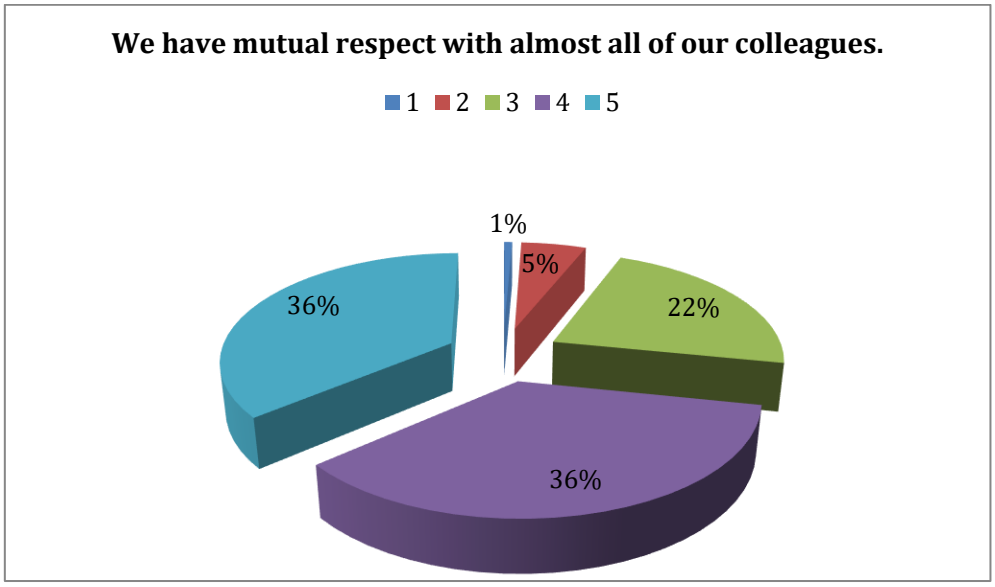


Chart No. 5. We have mutual respect with almost all our colleagues

Graph number 5 graphically presents the percentage of respondents' responses to the survey statement on how much they have developed mutual respect with their colleagues. It can be noted that most of them declared themselves with the highest grade of very good and excellent, 36% each, and only 5% declared themselves unsatisfactory, i.e. 1% declared that they do not have mutual respect for their colleagues.

It can be concluded that teachers are aware of how important respect for their colleagues is in making their work easier.

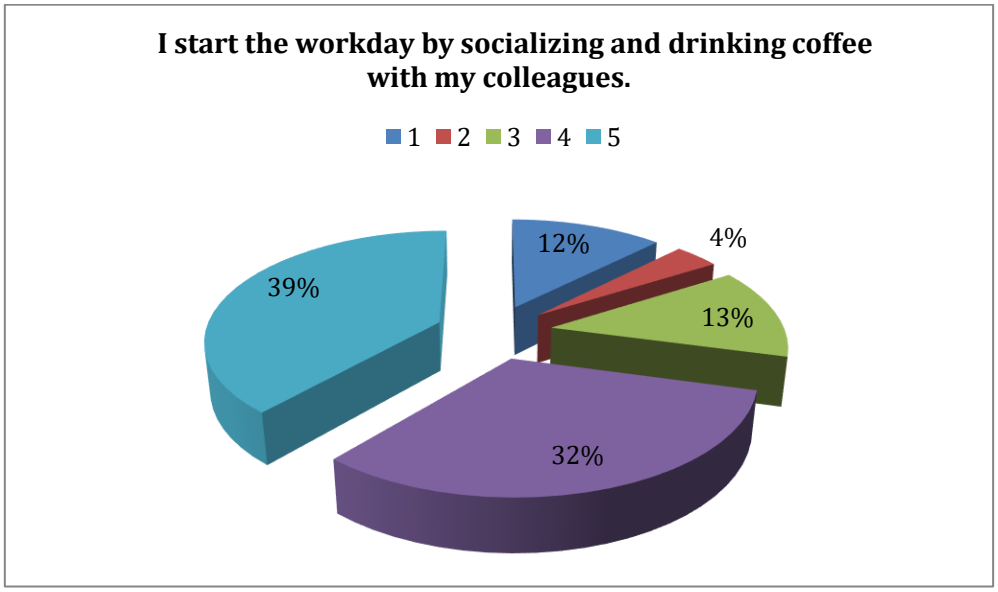


Chart No. 6. I start the workday by socializing and drinking coffee with my colleagues.

Chart number 6, which is presented above, graphically presents the results of the respondents on the survey question of how they start the day, whether by drinking coffee

together and socializing with their colleagues. With a score of 5, 39% of the respondents said they start the day by socializing with colleagues, or with a score of 4 – 32% or almost every day, 13% said with a score of 3 that they do it occasionally, and only 12% said that they do not socialize with colleagues over morning coffee.

We can conclude that this ritual is not just a waste of time but also a strengthening of interpersonal relationships and building of social culture.

The next survey finding concerns the presentation of changes in operations before they are implemented. Chart number 7, which is presented on the next page, graphically presents the results of the respondents, as follows: 21% with a score of 5 said that this was done, 29% with a score of 4 almost always, 31% said that it was partially done or a score of 3, 13% said that it was done with a score of 2 and 6% with a score of 1.

It can be concluded that managers take care to prepare their employees in a timely and clear manner for the changes that need to happen. And this has an impact on teachers who, if they feel prepared, will not feel fear and anxiety or show dissatisfaction with their work.

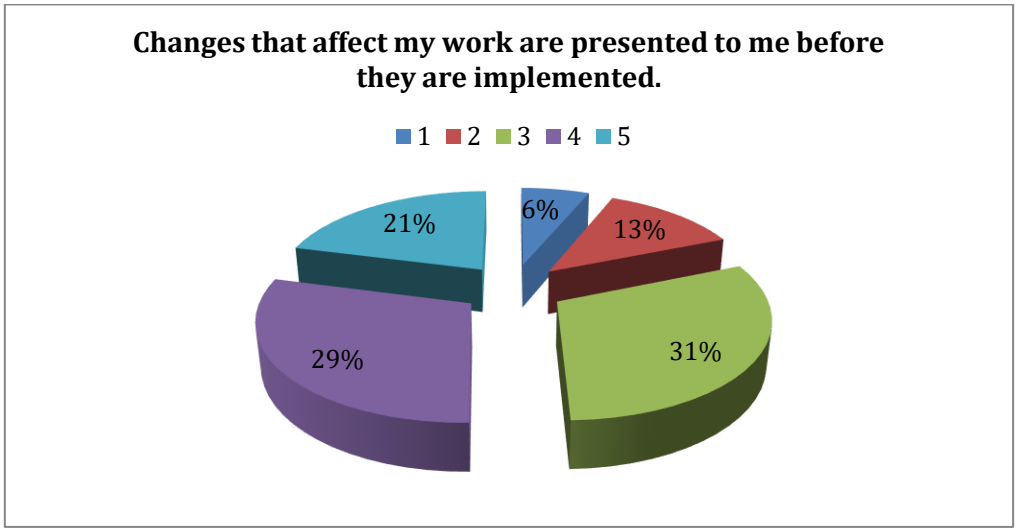


Chart No. 7. Changes related to my work are presented to me before they are implemented

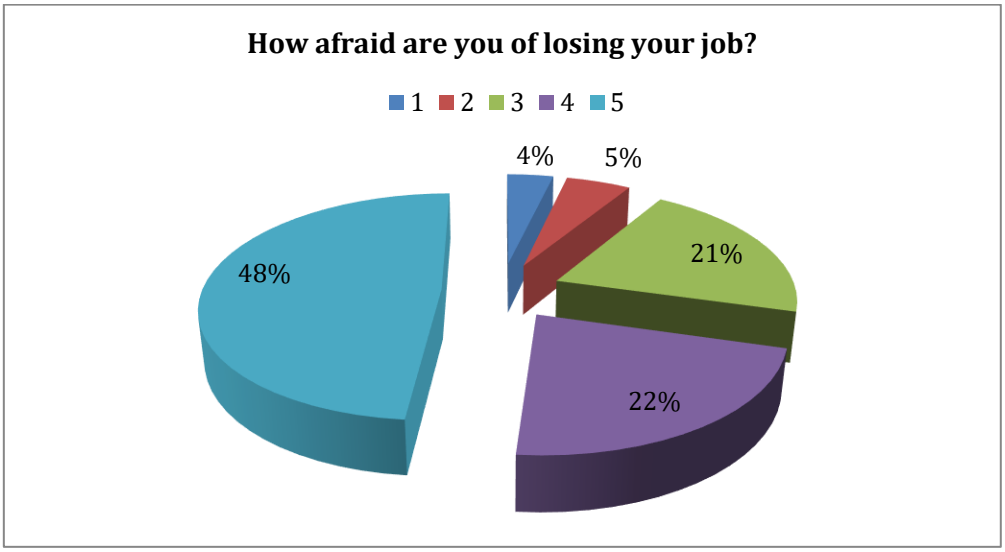


Chart No. 8. How afraid are you of losing your job?

One of the questions asked in the survey questionnaire for this research required respondents to state how secure they feel in their workplace, that is, how afraid they are of

losing their job. Graph number 8, which is presented on the previous page, graphically presents the results, as follows: most are not afraid of losing their job 48%, 22% stated that they have a small dose of fear, 21% stated that they have an equal chance of losing their job, while the remaining 9% stated that they expect to be fired at any moment. It can be concluded that the majority of respondents feel secure in their workplace, and such a feeling will directly affect their job satisfaction.

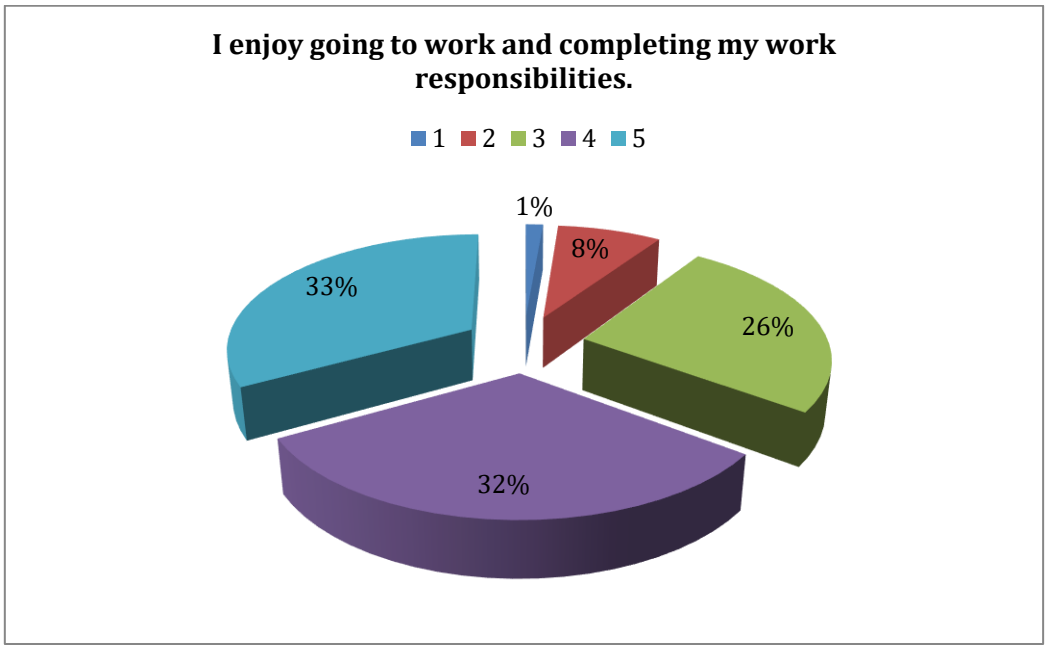


Chart No. 9. I am happy to go to work and complete my work responsibilities.

One of the survey questions included in the survey questionnaire was directly related to how satisfied they are with going to work and completing their work tasks. The results we obtained are graphically presented in chart number 9. As can be seen from their statements, 1% feel dissatisfied when going to work, 8% go with little satisfaction or with a grade of 2, 26% are half satisfied or with a grade of 3, 32% with a grade of 4, while 33% of the total number of respondents go with the highest grade of 5.

It can be concluded that the majority of the respondents - teachers - are happy to go to work and perform their work tasks.

CONCLUSION

It is in human's nature to enjoy one's work and to find in it a chance to develop one's creative abilities. That is why there should be an integration of the goals of individuals and the goals of the organization.

An organization is made up of people and its activities cannot take place without them. The structure, development, efficiency, and functionality of an organization are directly related to the abilities, motives, attitudes, values, and interpersonal relationships among employees.

As the results of the survey conducted among the respondents showed, the result of a quality work life is job satisfaction. Employees need security and protection in the workplace without coercion and clearly defined rules and procedures, i.e. managers who can offer incentives that provide a sense of respect and belonging and the opportunity for development. The results of the survey showed that knowledge of the job makes a great contribution to its

efficient implementation. Timely information from superiors to employees about what is expected of them is also a prerequisite for productive work. Developed friendly relations with superiors and colleagues makes work easier. Salary and salary benefits such as paid overtime, benefits such as paid annual leave and sick leave are strong motivators for employees.

This paper has shown the impact of job satisfaction on employee performance, the more satisfied they are with their work, the more productive they will be in their work. Each of us wants to have a fair working day where, in a pleasant atmosphere with superiors and colleagues, they will complete the assigned tasks, and go home satisfied with their work. This is not always possible, because in everyday work we are sometimes put in situations in which, although we put in our maximum, the end result or the solution to the problem is not in accordance with what our superiors expect. However, if we believe in ourselves, have trust in our colleagues and open dialogue with our superiors, we can more easily deal with all problems at work, and as a final result we will improve the quality of our working life.

To increase the quality of work life, as a recommendation to managers, they should raise the level of the need for self-actualization of employees by giving a certain degree of independence, greater responsibility and autonomy, creative and challenging tasks as well as praise and rewards for good behavior. It can be said that there is no employee who would not want to work in an organization where there is a healthy work environment and where he feels healthy, safe and successful. High quality of job satisfaction is the only way to have healthy, motivated, satisfied and happy employees.

As direct recommendations to employees who are dissatisfied with their work life, we would list the following:

- Change job – change your current job or position to something else. Instead of constantly complaining about your job, submit a request to your supervisor as soon as possible.

- Friendship with colleagues – only befriend positive people, don't befriend negative people. Negative people will only make your already difficult situation even more difficult.

- Self-awareness – you need to be aware of the situation you are in. If you have the opportunity to change jobs, then change them immediately, otherwise, invest more than before.

- Change supervisor – if you think you can do it, and your current supervisor is the obstacle, then ask to be put on another project. Think in advance about how you will do it without criticizing anyone.

- Help your colleagues – without neglecting your own task, help your colleagues. This will make your day full, your colleagues will appreciate you, but most importantly, you will feel better.

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