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Job Satisfaction of Transference Teachers to Administration / Finance Positions

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Abstract
The aim of this study is to investigate a) the reasons which incited teachers to take the decision to transfer, b) the degree of satisfaction and the problems they face, and c) the professional development in the new working environment. For the data collection of this research a questionnaire was used. Finally, 126 questionnaires have been answered by teachers that transferred into administrative positions from 24 Administration offices of Primary and Secondary Education in Greece.

The results of the investigation showed that the majority of the transferred teachers declares satisfaction with new job but appears positive towards the probability of returning into the classroom. Teachers who decided voluntarily their transference are more satisfied overall with their new work compared to mandatory transference. There is no satisfaction from the working environment, neither from the possibility of professional progress, for which the host institution seems not to apply specific strategies. The organization should "exploit" the talented and experienced personnel by strengthening the mentoring and coaching.

Keywords: Teachers, Public Sector Employees, Transference, Financial/Economic Officer, Job Satisfaction

Introduction
Transference is a form of mobility of employees and it means essentially resigning-leaving a job and re-hiring to a new working position. Conceptually, there are two types of transference: Those taking place in the education sector on the basis of an institutional framework (N.1566/85, 3528/2007) due to a change in educational levels, and those made mandatory, or almost
mandatory, in the context of administrative restructuring of public administration (N.4024/2011, 4093/2012). The result of both forms of transference is the modification of the professional status of employees and it occurs as the issue of whether and what kind of professional rehiring there is and what the consequences are.

From the perspective of the organizations, professional satisfaction is a matter of major interest and this is justified by the fact that human resources is a very important factor for their operation. This is because professional satisfaction is linked to their performance, leading to economic and organizational development of the organizations themselves.

From the perspective of the employees, professional satisfaction is also very important for themselves, if we consider that an employee devotes a large part of the day and his life in his/her working premises. Besides, labor matters frequently concern the employees beyond the working environment and the working period.

The degree of job satisfaction, irrespective of whether the decision for transference was deliberate or not, is the issue we aim to investigate in this study.

Transferences do not constitute a new procedure since they have been institutionalized for many years, during which they were a deliberate choice of workers. During the last decade, transferences of different nature have arisen by which employees transferred either unintentionally and under the threat of being fired from their work, or "intentionaly and unintentionaly" under conditions of uncertainty about their work in the future. In the context of restructuring and reorganizing the public sector in Greece (N.4093/2012), redundant teachers moved by changing their professional position in order to fulfil the need for administrative staff for various public services and education administrative offices.

Taking all factors these into consideration we realized that it would be appropriate and interesting to investigate the issue of job satisfaction of transference teachers. Transference teachers, regardless of the reasons which have led them to this decision, after their transference belong to the administrative staff of the Education Administrative offices and pursue a new profession. The transference teachers have expectations from their new profession and pursue to satisfy their needs. The achievement of these will affect, and at the same time will be affected by, the degree of satisfaction from the new working environment. We therefore will investigate whether and to what extent transference teachers are satisfied, what are the factors that cause the satisfaction (salary, relations with colleagues, administrative support, prospects), taking into account their demographic characteristics, such as gender, age, marital status, years of work experience, academic qualifications, specializations, level of education. Besides, we will also be concerned about the possibility of transference teachers to return to their previous professional status.

Among the aims of this research is to verify how easy or difficult the adaptation of the transference teachers is and if they feel welcomed into their new working position.

The research findings could also contribute to a strategy for improving the functioning of the organizations while ensuring the development, growth and development of employees (Koutouzis, 1999).
The Purpose and Objectives of the Research

The aim of this paper is to investigate the professional satisfaction of transference teachers in their new working environment.

On the basis of this issue and our individual objectives of the research, the following research questions arise:

(a) Is there business satisfaction with specific aspects of work? (physical and material working environment, administrative structure and organization, interpersonal relations developed both between colleagues and between workers and management)

B) Is there an overall professional satisfaction after transference?

Each transfer from one working position to another, either exclusively in the public sector (internal mobility), or between the public and private sector (external mobility), or even between the public sector and international organizations, is considered as working mobility (Aijala, 2001:17). Mobility can be applied to structures of the same hierarchical level (horizontal) and by moving from a higher to a lower hierarchical level and vice versa (vertical) (Gajduschek and Linder, 2011). It can also be voluntary or obligatory and, refer to functional diversification of working subject or even a geographical transfer (Bossaert et al., 2001), with the aim of the best possible deployment of human resources (Nicholaou, 2006). In some cases though, some forms of mobility are likely to satisfy personal needs of employees.

By reviewing the pertinent studies, we realized that there is no relevant research to study transference of officials and in particular the issue of teachers’ transference to administrative positions has not been investigated. However, we found many studies regarding the abandonment of a profession and career change in general, as well as for school teachers. There are also many studies which are mainly aimed at the reception and integration of newly recruited and adjunct teachers into school units, and their professional satisfaction and development, whilst there is no such study for teachers which after some years decide or are “forced” to decide to serve the education sector through a different role and position.

In the present paper we will investigate the degree of satisfaction or dissatisfaction of school teachers who quit their profession and "decided" to transfer into educational administration, with the ultimate aim of contributing to the fulfilment of the research gap in the existing literature.

Theoretical Approaches to Professional Satisfaction

Work satisfaction and work incentives are not identical concepts but their connection to various theories of incentives can be ascertained. There is a close connection between job satisfaction with the work motives, attitudes and values, but they are not the same (Kantas, 1998). In literature, the theories of job satisfaction are mostly categorized either in accordance with their "nature" or depending on when they were introduced. Saif et.al (2012) indicate the predominant classification, which is the theories of content and the theories of process. A relevant classification comprises the following theories:

- The theories of content or needs examine what human needs are, how they are prioritized and how people are trying to fulfil them, explain the factors that motivate people in their
work, and focus on the identification of needs, of incentives, of aims and of priority given by the person in order to pursue work satisfaction.

- The theories of process describe and analyze how a behavior is controlled, guided, strengthened, supported and stopped. It is considered that professional satisfaction is determined not only by the nature of the work but also by the needs, values and the expectations the people have in relation to their work (Gruneberg, 1979). The theories do not dispute the existence of needs, however, the manifestation of a behavior by the person is not only a function of the needs but also of his/her perceptions and expectations (Mescon et al., 1981).

- In the expectancy theory of the Vroom (1964), the main point is what determines the intention of the person to give personal effort at work, which contributes to the performance of the organization or the department. The professional motivation is the resultant of views on the relationship between effort-performance, the relationship of employment and results, and to the extent of wanting the results of the work. It does not describe what motivates workers but focuses on the process by which workers are motivated. A worker may be encouraged when he considers that increasing his effort will increase the organization’s profitability which may lead to better reward (Mescon et al., 1981).

- According to the theory of targeting, of E. Locke, people act always having a personal purpose and in this way is encouraged as an employee. For that to happen there must be a clear and specific objective, the acceptance and adoption of which is a prerequisite for motivating.

- The theory of the characteristics of the work, of Hackman and Oldham, states that there are certain features such as skills, the work and its importance, the degree of autonomy and feedback, which influence the behavior of workers in a different way. The existence of these characteristics is similar to the incentives.

- According to the theory of justice, by Adams, each person wishes to have equal treatment with the other members of the group. The reward is not linked to the material remuneration. If he/she feels that is getting paid more, enhances his/her work, while if he/she feels underprivileged, is missing from work and many times quits working (Mescon et al., 1981).

In conclusion, from the presentation of the above theories, we suggest that the theories are complementary to one another. In the workplace, as in any other area, no one may invoke the exclusive application of one or another theory, in order to explain the range of human behavior. Professional satisfaction is the link between the theories of incentives and their application in the working environment.

On the basis of the above theories and combining them, the expectations, needs or the ideas of the transference may be interpreted as well as their corresponding concepts.

One of the objectives of this study is the evaluation of transference in relation to the environmental and individual factors, and to what extent their needs and expectations are fulfilled.

However, in order to investigate the existence or not of job satisfaction it is appropriate to refer to the factors contributing to this and to focus on some of them.
Factors Job Satisfaction

Job satisfaction is a popular research topic (Spector, 1997; Chahal et al., 2013, (Silverthorne, 2005; Spector (1997) and Hackman and Oldham (1976), Locke (1976) in Papageorgakis, 2013: 135), often considered in the context of internal and external factors. Internal factors such as opportunity for development and growth, as well as recognition, help to achieve satisfaction while external factors such as the administration-leadership, remuneration, working conditions, interpersonal relations, feeling of safety, are factors which prevent disappointment (Szymanski and Parker (1996), in the Chahal et al., 2013).

Professional Satisfaction of Teachers

The findings of research supporting the existence of an overall job satisfaction for school teachers (Kayastha and Kayastha, 2012; Koustenios, 2001; Mondal, 2015; Monyatsi, 2012; Perie and Baker, 1997). Some of these indicate that teachers are not satisfied with salary, promotion opportunities and the possibility of professional development (Koustenios, 2001; Mondal, 2015) as well as with the excessive demands of the profession (Mahmood et.al., 2011).

In Brunetti’s (2001) study, salary and benefits as well as the confidence of the profession seem to have little relevance to the satisfaction, while autonomy has greater relevance, as Mondal (2015) also supports. The working conditions which also relate to the satisfaction of teachers is administrative support and leadership. Even 90% of the most satisfied teachers of public schools in the investigation of the Perie and Baker (1997) indicate the existence of assistive administration. The lack of participation in decision-making seems to increase the degree of lack of satisfaction (Kelchtermans, 1999; Van den Berg, 2002, Zembylas and Papanastasiou, 2004). Cooperation with colleagues is a positive experience for teachers (Klassen and Chiu, 2010; Perrachione et.al., 2008; Zembylas and Papanastasiou, 2004). Even the possibilities of improving qualifications and skills (Perrachione et.al., 2008) are positive experiences related to satisfaction.

Methodology of the Research

This study is a primarily a quantitative research, i.e. a form of social research based on surveys. The research tool is the structured questionnaire and has as a target group the transference teachers in administrative positions in Education Administration offices.

The questions are mainly closed type with pre-defined options responses, with a certain number of questions being half-closed type.

The questionnaire has been completed by the participants in the investigation, expressing their views on the problem under study.

The questionnaire includes questions of attitude, in which the people are invited to indicate the degree of acceptance or rejection of certain views called evaluation scales. These replies are expressing the agreement or disagreement with a statement and the degree of agreement or disagreement with this (Behrakis, 1999). The Likert scale type is the most frequently used in social and educational research. It allows for the giving of an overall rating in the responses of each subject but it is not sure that the selection of the same reply to a question means also the same degree of agreement or disagreement between the participants. (Komilis 1989, Kyriazis 1999). For this study, a fourfold scale was preferrable instead of a fivefold scale. We did not include the neutral option, which we believe is chosen by most respondents and does not facilitate the conclusions (Papageorgakis, 2013:107).
Reliability of the questionnaire

The index reliability Cronbach's alpha of the total job satisfaction is 0.866 which means that the elements of the original scale show high reliability compared to the elements being asked for.

The Population and the Sample for the Research

The population this research was based on are the transference school teachers working in the Administration offices and the sample included some of them. In the Greek territory there are 58 Administration Offices of Primary Education and 58 Administration Offices of Secondary Education. We used the convenient sampling of people who were "available, convenient and represent features" which are studied in this work (Creswell, 2011:182). The questionnaires were distributed to 17 Administration Offices of primary education and 7 Administration Offices of Secondary Education. The Administration Offices of Primary Education included in the sample belong to the following regions: Epirus (3), Mainland Greece (2), Peloponnese (2), Attica (1), South Aegean (1), North Aegean Islands (1), Eastern Macedonia and Thrace (2), Western Greece (1), Western Macedonia, Thessaly (3), Central Macedonia and Crete (1) and for the Administration Offices of secondary education included the following: Attica (3), Epirus (1), Peloponnese (2), Western Greece (1), and Central Macedonia (1).

A total of 130 questionnaires were sent and returned completed 126. The percentage of completion is almost 100%. A total of 126 transference school teachers participated in the survey. In more detail, 90 are transference teachers to Administration Offices of Primary Education and 36 to Administration Offices of Secondary Education. In the category of skills of Secondary Education belong teachers with specific skills encountered in Secondary level Schools.

The research period lasted from the mid of 2015 until the end of 2016.

Recording of data, the processing and their statistical analysis carried out by the statistical program Statistical Package for Social Sciences 22 (IBM SPSS 22). For the description of data we used tables of frequencies that include the absolute frequencies and valid relevant frequencies (valid%) of the values of the variables as well as the appropriate measures of location and dispersion (average and standard deviation).

The basic steps for the factorial analysis are as follows:

- Checking for existence of satisfactory correlations via Bartlett's test of sphericity.
- Assessment of the parameters of the model and rotation of the model in order to increase the interpretative ability. With the rotation of the factors we aim to achieve a reduction in the load prices of some factors and the increase of the prices in others, but also the limitation of the number of positive and negative loads simultaneously in the same factor, thus being able to maximize the loads.
- An estimation of the factors' prices for further statistical use

Results of the Research

In the following tables the demographic characteristics of the transference school teachers who participated in the investigation are presented.
Table 1. Frequencies and relevant frequencies % for gender

| Gender    | Frequencies | Relevant frequencies (%) |
|-----------|-------------|--------------------------|
| Male      | 39          | 31,0                     |
| Female    | 87          | 69,0                     |
| Total     | 126         | 100,0                    |

From the above percentages it becomes obvious that women dominate the Administration Offices of Education. In addition perhaps this confirms the findings of researches which show that women teachers leave the profession at a higher rate (Smithers and Robinson, 2003).

Table 2. Frequencies and relevant frequencies % for age

| Age   | Frequencies | Relevant frequencies (%) |
|-------|-------------|--------------------------|
| 31-40 | 29          | 23,2                     |
| 41-50 | 78          | 62,4                     |
| ≥51   | 18          | 14,4                     |
| Total | 125         | 100,0                    |

We see in the variability of the age that the vast majority of respondents is over 40 years old. This element confirms partly the aspect that the higher rate of transference effect is observed in the last years of the teachers careers (Guarino, et al., 2006), but does not confirm the withdrawal in the first years of their careers (Fetherston and Lummis, 2012; Liu and Ramsey, 2008; Guarino, et al., 2006; Johnson and Birkeland, 2003).

Table 3. Frequencies and relevant frequencies % for marital status

| Marital status     | Frequencies | Relevant frequencies (%) |
|--------------------|-------------|--------------------------|
| Single             | 25          | 19,8                     |
| Married            | 92          | 73,0                     |
| Divorced / Widow   | 9           | 7,1                      |
| Total              | 126         | 100,0                    |

The data for the family situation indicate that the transference is an option particularly for those with family obligations and it may be related with the assurance of a balance between professional and family life. Family obligations are also considered one of the most important reasons for leaving the profession (Kersaint, et.al, 2007).
The largest percentage of transference school teachers does not have any extra qualification beyond the Bachelor degree in education and probably does not have any experience in other jobs. The choice of transference marks the change in their career but it is not cut off from education or from any possible uncertainty.

Table 5. Frequencies and relevant frequencies % for Qualifications / Specializations

| Qualifications/Specializations       | Frequencies | Relevant frequencies (%) |
|--------------------------------------|-------------|--------------------------|
| High School Specializations          | 89          | 73,0                     |
| Elementary school Teachers/ Nursery teachers | 15          | 12,3                     |
| Specializations of Technical High Schools | 18          | 14,8                     |
| Total                                | 122         | 100,0                    |

Teachers with specializations have chosen transference because of the insecurity and the “threat” of dismissal. Teachers and nursery teachers might not feel this uncertainty and their choice of transference is more conscious and voluntary.

Table 6. Frequencies and relevant frequencies % for years of experience

| Years of experience in education | Frequencies | Relevant frequencies (%) |
|----------------------------------|-------------|--------------------------|
| ≤ 10 years                       | 48          | 38,1                     |
| 11-20 years                      | 67          | 53,2                     |
| ≥ 21 years                       | 11          | 8,7                      |
| Total                            | 126         | 100,0                    |

Similarly to the issue of age we see also that regarding the experience, one out of two transference school teachers is in the middle of his/her career, a fact that shows perhaps a lack of job satisfaction or insecurity, which is not the case in the beginning of his/her career due to expectations neither at the end because of the possibility of retirement.
Table 7. Frequencies and relevant frequencies % for years of experience in administrative positions

| Years of experience in administrative positions | Frequencies | Relevant frequencies (%) |
|------------------------------------------------|-------------|--------------------------|
| None                                           | 47          | 37,6                     |
| 1-2 years                                      | 24          | 19,2                     |
| 3-5 years                                      | 35          | 28,0                     |
| ≥6 έτη                                          | 19          | 15,2                     |
| Σύνολο                                         | 125         | 100,0                    |

From Table 7 it can be seen that the majority of transference teachers (62.4%) have at least one year experience in an administrative position. It is interesting that one in two has relevant experience in administrative position, therefore, the conditions and the scope of work were already well known and perhaps that explains their decision to transfer.

Table 8. Frequencies and relevant frequencies % for permanent teaching position

| permanent teaching position | Frequencies | Relevant frequencies (%) |
|----------------------------|-------------|--------------------------|
| Yes                        | 74          | 60,2                     |
| No                         | 49          | 39,8                     |
| Total                      | 123         | 100,0                    |

In the Table 8 we see that 60,2% of transference school teachers had permanent position before the transference. It appears then that they were not exposed to the risk of losing their position or that perhaps the permanent position did not facilitated them for family or economic reasons and it is confirmed that the decision to leave the profession is associated with these reasons (Kersaint et.al., 2007).

Table 9. Frequencies and relevant frequencies % for the Level of administrative position and for the years of experience in the present working position

| Variables                        | Frequencies | Relevant frequencies (%) |
|----------------------------------|-------------|--------------------------|
| Level of administrative position |             |                          |
| Elementary school                | 90          | 71,4                     |
| Secondary & High school          | 36          | 28,6                     |
| Years of experience in the present working position | | |
| 1-2                              | 118         | 93,7                     |
| 3-5                              | 8           | 6,3                      |
| Total                            | 126         | 100,0                    |
In Table 9, we see that 71.4% of school teachers was transferred in administrative position of elementary education and 28.6% in secondary and high school education. This may indicate a preference of transference teachers in elementary education. It could also show that the Administrative Offices of the elementary education was more under-staffing compared with the Administrative Offices of secondary education and there were more available positions. In addition, 93.7% of the transference school teachers stated that hold their current position for one to two years and only 8 people from the 126 (6.3%) have stated that they have three to five years as transference in their current position as administrative personnel.

**Professional Satisfaction**

In the second part of the questionnaire the transference teachers were invited to respond to a series of proposals to assess their professional satisfaction with their new job. The answers were recorded in a fourfold Likert scale ranging from "Not at all" to "Very much" (1=Not at all, 2=A little, 3=Much, 4=Very much).

Table 10 lists the results from the replies of the transference teachers on 16 proposals referred to in their professional satisfaction with their new working position. In the majority of the proposals the average value ranges from 2 to 3 which means that respondents are from "a little" to “much” satisfied in most areas of the new job. As we can see from the table, areas in which the teachers declare as most satisfied i.e. show the highest average values, are those referring to communication, cooperation and recognition from colleagues, the head and the public. The highest average value 3.24 displays the variable "communication and cooperation with my colleagues", which means that teachers declare that they are "much" to "very much" happy with the relationship with their new colleagues. The areas in which the transference teachers declare as less satisfied, i.e. show lower average prices, are "promotion of professional development", "economic rewards" and "working time". The lowest average value 1.63 shows the variable "Promotion of professional development of workers", which means that teachers are "a little" to "not at all" satisfied with the prospects and development offered in their new work. This finding may mean either that they do not expect to improve their knowledge or are not pursuing an occupation of higher administrative position.
| Working satisfaction                                      | Not at all N (%) | A little N (%) | Much N (%) | Very much N (%) | AVER (S.D.) |
|-----------------------------------------------------------|------------------|---------------|------------|-----------------|-------------|
| The subject of the job (N=125)                           | 12 (9,6)         | 43 (34,4)     | 60 (48,0)  | 10 (8,0)        | 2,54 (0,78) |
| Ability to select the subject of the job (N=124)         | 32 (25,8)        | 49 (39,5)     | 35 (28,2)  | 8 (6,5)         | 2,15 (0,88) |
| Clarity of the role of duties (N=123)                    | 25 (20,3)        | 45 (36,6)     | 41 (33,3)  | 12 (9,8)        | 2,33 (0,91) |
| Ability to participate in decision making regarding the work subject (N=123) | 26 (21,1)       | 44 (35,8)     | 42 (34,1)  | 11 (8,9)        | 2,31 (0,91) |
| Communication and cooperation with colleagues (N=124)    | 1 (0,8)          | 15 (12,1)     | 61 (49,2)  | 47 (37,9)       | 3,24 (0,69) |
| Communication and cooperation with supervisors (N=123)   | 3 (2,4)          | 25 (20,3)     | 61 (49,6)  | 34 (27,6)       | 3,02 (0,76) |
| Guidance by supervisors (N=122)                          | 11 (9,0)         | 34 (27,9)     | 47 (38,5)  | 30 (24,6)       | 2,79 (0,92) |
| Evaluation and recognition of work output and participation by supervisors (N=123) | 18 (14,6)        | 31 (25,2)     | 57 (46,3)  | 17 (13,8)       | 2,59 (0,90) |
| Recognition of my work by colleagues (N=123)             | 6 (4,9)          | 30 (24,4)     | 65 (52,8)  | 22 (17,9)       | 2,84 (0,77) |
| Recognition of work by public transactors (N=120)        | 1 (0,8)          | 19 (15,8)     | 75 (62,5)  | 25 (20,8)       | 3,03 (0,63) |
| Natural environment of work (N=124)                       | 19 (15,3)        | 50 (40,3)     | 40 (32,3)  | 15 (12,1)       | 2,41 (0,89) |
| Material environment of work (N=124)                      | 17 (13,7)        | 63 (50,8)     | 30 (24,2)  | 14 (11,3)       | 2,33 (0,85) |
| Time off work (N=124)                                     | 17 (13,7)        | 56 (45,2)     | 36 (29,0)  | 15 (12,1)       | 2,40 (0,87) |
| Working schedule (N=125)                                  | 30 (24,0)        | 65 (52,0)     | 28 (22,4)  | 2 (1,6)         | 2,02 (0,73) |
| Salary (N=125)                                            | 43 (34,4)        | 70 (56,0)     | 11 (8,8)   | 1 (0,8)         | 1,76 (0,64) |
| Promotion of professional development (N=123)             | 59 (48,0)        | 53 (43,1)     | 9 (7,3)    | 2 (1,6)         | 1,63 (0,69) |
Continuing our data statistical processing, an exploratory analysis of factors for the 16 proposals listed in professional satisfaction of school teachers was carried out. The analysis of factors is a method which allows the aggregation of a number of variables in a smaller number of significant categories. The analysis was made by rotating the factors so that the factors to be more interpretative and Varimax was the method of rotation used. From the factorial analysis the variables "Salary" and "recognition of work by public transactors" were excluded which showed a very low correlations.

Table 11 shows the results of transference school teachers’ overall satisfaction from their current job. As we see, 47,6% of the respondents replied that they are rather satisfied by their current work and only 15,1% indicated to be fully satisfied. "Rather dissatisfied" to "very dissatisfied" from their new job declare the 37.3% of the transference teachers.

Table 11. Frequencies and relevant frequencies % for the total professional satisfaction in the new working position

| Total satisfaction   | Frequency | Relevant frequency (%) |
|----------------------|-----------|------------------------|
| Very dissatisfied    | 10        | 7,9                    |
| Rather dissatisfied  | 37        | 29,4                   |
| Rather satisfied     | 60        | 47,6                   |
| Very satisfied       | 19        | 15,1                   |
| **Total**            | **126**   | **100,0**              |

AVER= 2,70              S.D.=0,82

Professional Satisfaction and Sample Characteristics

We have checked whether the four factors of the parametric analysis referred to the fields of "Job satisfaction" and the "overall satisfaction" of teachers from their current working position differ by the characteristics of the teachers research sample. To test for differences between two independent samples we have used the student’s t-test where the data had satisfied the hypothesis of normal distribution or the corresponding non-parametric Mann-Whitney test in the case of a lack of regularity. In the case that the comparison samples were more than two we have used the variance analysis (Anova) and the non-parametric test Kruskall Wallis depending on whether the data followed or not a normal distribution. The normal distribution has been tested with the Kolmogorov-Smirnov test.

In Table 12 we see that the degree of satisfaction among the transference teachers in various sectors of their new job does not differentiate statistically significantly in terms of their gender.
Table 12. Check with the t-test of significance differences of “Work satisfaction” related to gender

| Factors of professional satisfaction | Gender |   |   |   |   |
|-------------------------------------|--------|---|---|---|---|
|                                     | Male AVER (S.D.) | Female AVER (S.D.) | t – test (df) | p-value |
| Cooperation-Recognition             | 3,00 (0,54)     | 2,82 (0,71)     | 1,364              | 0,175   |
| Subject of work                     | 2,43 (0,71)     | 2,27 (0,71)     | 1,201              | 0,232   |
| Prospect for promotion of professional development | 2,09 (0,54) | 1,98 (0,61) | 0,937 | 0,351 |
| Material-natural environment        | 2,36 (0,85)     | 2,35 (0,81)     | 0,005              | 0,996   |

Table 13 shows a statistically significant difference in the level of satisfaction from “cooperation and recognition from colleagues and the supervisor” regarding the experience of teachers in administrative positions (p-value=0.035). Also, from the same table we see that the satisfaction from the “subject of the new work” is differentiated in a statistically significant extent as to the years of working experience of transference school teachers (p-value=0.017).

Table 13. Results of variance analysis (ANOVA) of the factors of “Professional satisfaction” regarding the sample characteristics

| Factors of professional satisfaction | Age | Family status | Education | Years of working experience in education | Experience in administrative positions |
|-------------------------------------|-----|---------------|-----------|------------------------------------------|--------------------------------------|
|                                     | F-test(p-value) | F-test(p-value) | F-test(p-value) | F-test(p-value) | F-test(p-value) |
| Cooperation-Recognition             | 0,083 (0,920)   | 0,007 (0,993)   | 0,406 (0,668)   | 2,531 (0,084)   | 2,968 (0,035)   |
| Subject of work                     | 2,435 (0,092)   | 0,001 (0,999)   | 0,291 (0,748)   | 4,249 (0,017)   | 2,546 (0,060)   |
| Working environment & professional development | 0,707 (0,495)   | 0,206 (0,814)   | 2,119 (0,125)   | 0,411 (0,664)   | 1,020 (0,387)   |
| Material-natural environment        | 0,301 (0,740)   | 1,024 (0,362)   | 0,945 (0,392)   | 0,154 (0,858)   | 0,224 (0,880)   |
In particular the transference teachers who have no experience in administrative positions or have from 1 to 2 years, show greater average price at the factor "cooperation-recognition" which means that they are more satisfied as to the cooperation with their new colleagues and the supervisor, in relation to the transference teachers having from 3 to 5 years administrative experience (Table 14). This may be due to the fact that they are rather new to the specific administration service and their colleagues are more patient toward them realizing that they are not familiar with the work subject and the working environment. The transference teachers with more years of experience are considered more experienced and there are more expectations from them. Perhaps the behavior of the transference teachers with limited working experience is different and they are more receptive to the recommendations of the more experienced workers due to the insecurity they felt in the new working environment.

Table 14. Results of variance analysis (ANOVA) of the factor «Cooperation- recognition» with experience in administrative positions

| Administrative experience | Factor | None (S.D.) | 1-2 years (S.D.) | 3-5 years (S.D.) | ≥6 years (S.D.) | F  | P-value |
|---------------------------|--------|-------------|------------------|------------------|----------------|----|---------|
| Cooperation-recognition   |        | 3,02 (0,62) | 2,98 (0,64)      | 2,59 (0,66)      | 2,92 (0,71)    | 2,968 | 0,035   |

From the Table 15 we realize that the transference teachers with at least 21 years of experience in education are more satisfied with the subject of their new work compared with their colleagues with less years of experience.

Table 15. Results of variance analysis (ANOVA) of the factor «Subject of work» with the years of working experience in education

| Factor   | Years of working experience in education | F  | P-value |
|----------|------------------------------------------|----|---------|
|          | ≤10 years (S.D.) | 11-20 years (S.D.) | ≥21 years (S.D.) |    |         |
| Subject of work | 2,31 (0,71) | 2,23 (0,66) | 2,89 (0,82) | 4,249 | 0,017   |

As to the specializations of the teachers, some statistically significant differences were found in the dimensions "cooperation-recognition" (p-value = 0,033), "subject of work" (p-value=0.009) and "material-natural environment" (p-value = 0,033) on the scale of "professional satisfaction." More detailed in Table 16 we see that teachers of Professional Training Schools (EPAL) and primary education are more satisfied with regard to the cooperation and recognition from colleagues and from the supervisor in relation to teachers of Secondary education which declare to be more satisfied with regard to the logistical infrastructure and the natural environment of the new job. Finally the teachers of Primary education (teachers- nursery teacher) are statistically significantly more satisfied by the subject of their new job in relation to Secondary school teachers and EPAL. The skills of EPAL teachers are likely not related to the administration and
primary school teachers and nursery teachers usually have administrative work in the school units and therefore the administrative work is not completely unknown to them.

**Table 16. Results of variance analysis (ANOVA) of the factors of “Professional satisfaction” regarding the specialization/level of the school teachers**

| Factors of professional satisfaction | Level-Specialization | F   | P-value |
|--------------------------------------|-----------------------|-----|---------|
|                                      | Secondary              |     |         |
|                                      | AVER (S.D.)            |     |         |
| Cooperation-recognition              | 2,78 (0,64)            | 3,15(0,64) | 3,12 (0,60) | 3,521 | 0,033 |
| Subject of work                      | 2,28 (0,71)            | 2,83 (0,56) | 2,12 (0,75) | 4,899 | 0,009 |
| Working environment & professional development | 1,98 (0,54) | 2,27 (0,48) | 2,02 (0,85) | 1,494 | 0,229 |
| Material-natural environment         | 2,48 (0,83)            | 2,27 (0,68) | 1,91 (0,82) | 3,531 | 0,033 |

From the Table 17 we realize the statistical significant difference in the level of satisfaction among teachers from the logistical infrastructure and the natural environment of their new job as to the level of the administrative position they have been transference (p-value=0.008) and as to the years of service in the new work (p-value=0.037).

**Table 17. Test of significance differences of «professional satisfaction» as for the permanent working position, the level of administrative position and the years of service in the present work**

| Factors of professional satisfaction | Permanent position | Level of Administrative position | Years of service in the present work |
|--------------------------------------|--------------------|----------------------------------|-------------------------------------|
|                                      | t-test (p-value)   | t-test (p-value)                  | t-test (p-value)                     |
| Cooperation-recognition              | 0,183 (0,856)      | -0,824 (0,412)                   | -0,308 (0,759)                      |
| Subject of work                      | -0,708 (0,480)     | 0,802 (0,424)                    | -0,867 (0,388)                      |
| Working environment & professional development | 1,279 (0,203) | -0,897 (0,372)                   | -1,816 (0,072)                      |
| Material-natural environment         | -1,169 (0,245)     | 2,687 (0,008)                    | -2,113 (0,037)                      |
Checking for differences in the choice of transference

At this point of the statistical analysis we have checked whether the "Professional satisfaction" of the transference teachers in their administrative position differ as for the selection of the teachers to transfer (voluntary and optional or compulsory non-voluntary).

Regarding the areas of work satisfaction in the new location and the voluntary or compulsory decision to transfer we see that those who have decided themselves to transfer because they wish to, appear more satisfied by the “subject of the new job" in relation to teachers who have had to leave their classroom teaching position and be placed in administrative positions (p-value=0.040) (Table 18).

Table 18. Test of significance differences of «professional satisfaction» as for the choice to transference

| Factors of professional satisfaction | Optional AVER (S.D.) | Compulsory AVER (S.D.) | t-test | p-value |
|--------------------------------------|----------------------|------------------------|--------|---------|
| Cooperation-recognition              | 2,85 (0,65)          | 2,95 (0,70)            | -0,742 | 0,460   |
| Subject of work                      | 2,40 (0,72)          | 2,09 (0,68)            | 2,081  | 0,040   |
| Working environment & professional development | 2,01 (0,55)          | 2,05 (0,68)            | -0,336 | 0,738   |
| Material-natural environment         | 2,42 (0,80)          | 2,13 (0,84)            | 1,688  | 0,094   |

Regarding the questions for the overall professional satisfaction from the new working position and their desire to return to the classroom teaching activity, the results as for the choice of transference are presented in Table 19. In particular, the teachers who have applied for transference voluntarily declare to be more satisfied overall from their new job, since they show greater average size (mean rank=67,25) in the factor “overall satisfaction” compared with the teachers (mean rank=49,80) who were forced to transfer (p-value = 0,007). The finding is expected because the voluntary and not-imposed choice indicates that an assessment of the situation has been done before the decision. As to the question whether the transference school teachers would return to the classroom, those who were forced to transfer show more average size (mean rank=80,07), which means that they are more positive to return to teaching duties compared to teachers who took the decision to transfer voluntarily (p-value <0.001).
Table 19. Test of significance differences of «professional satisfaction» and «Return to teaching» as for the choice to transference

|                                      | Optional Mean Rank | Compulsory Mean Rank | Mann-Whitney | p-value |
|--------------------------------------|-------------------|----------------------|--------------|---------|
| Overall professional satisfaction    | 67,2              | 49,80                | 1139,5       | 0,007   |
| Return to teaching                   | 54,2              | 80,07                | 922,5        | <0,001  |

Discussion and Conclusions

The inquiry into the degree of job satisfaction of transference school teachers is the aim of the research work. The outcome shows that the level of job satisfaction moderates from average to satisfied levels, something that emerges also from the studies of Wright and Davis (2003).

From the communication and cooperation with their colleagues, the transference teachers derive greater satisfaction, as it has been found also in the results of the Batiou and Valkanos (2013) research. The smallest degree of satisfaction is shown in the salary, working hours and the promotion of professional development. This result is comprehensible if we consider that due to the lasting economic crisis in Greece the public officials have been blocked regarding their wages, while salaries have been slashed, and therefore the dissatisfaction from their remuneration is expected. The working hours also is a factor of dissatisfaction since it is increased in relation to teaching working hours. The small degree of satisfaction from the promotion of professional development of the employees is also expected, since the research showed that almost no strategy for staff development and promotion is applied.

The degree of satisfaction among transference teachers in various sectors of the new job does not differentiate statistically significant regarding the gender. The transference teachers without work experience or experience 1 to 2 years in managerial positions are more satisfied with the cooperation with their colleagues and the supervisor in relation to the transference teachers having from 3 to 5 years of experience in administrating positions. Also the transference teachers with over 21 years total service are more satisfied by the subject of their new work compared to those who work fewer years. This may be due to the experience they have gained over the years. Finally, the interpersonal relations in the working environment are at a very good level.

The teachers of EPAL appear more satisfied as to the cooperation and recognition from their colleagues and from the head of the department in relation to teachers of secondary education who indicate to be more satisfied as to the logistical infrastructure and the natural environment of the new job. Finally, the elementary school teachers and nursery teacher, appear more satisfied by the subject of the new job in relation to secondary school teachers and EPAL.

We should mention, however, the limitation which we have set from the outset in the construction of the questionnaire, in which we preferred not to include the neutral option.
because it was found in the test completion of the questionnaire that the neutral option is selected in many cases from the respondents and does not facilitate the conclusions.

Regarding the demographic factors we have not found statistically significant difference which is in agreement with the findings of the studies of Steijn, (2004) and Wright and Davis (2003). A marginal statistically significant difference appears as to the specializations of the teachers, with those of the Primary education showing greater professional satisfaction in relation to the others.

The type of transference is also linked to the teachers' intention to return to their prior professional position. The mandatory transference school teachers are more positive to this possibility, while the teachers who decided voluntarily their transference are more satisfied overall with their new work as well as with the specific factors of their new working position. This perhaps is due to the fact that they were prepared at least psychologically and that they have been informed of their new duties. Finally, regarding the intention of the transference teachers to return to the classroom, great interest is shown by the particularly high rates of those who declare that "rather" and "certainly" will return, and that is a result perhaps of mandatory and unintended transference which did not satisfy them in all levels.

Papanis (2007), states that the dedication in many cases lowers the tendency for resignation even when the disappointment is obvious. In the present research it is been found that even when the satisfaction is apparent in some cases, the resignation is not unavoidable.

In conclusion the voluntary transference depends on the particular circumstances prevailing and must be examined in any case. The clearly voluntary option of a transference may lead to greater organizational commitment and reduce dissatisfaction from the new job.

The organization should apply professional development strategy for employees as well as more methods of professional development on the basis of the real needs of each employee individually.

To increase employees’ satisfaction specific strategies of personnel development should be implemented among which priority should be given to mentoring and coaching by the talented and experienced personnel.

Proposals for Future Research
The transference of school teachers as mentioned in the study is not a new phenomenon, but the conditions under which some of them are fulfilled consist of a special feature. It would be an interesting future research subject to study the degree of satisfaction among those who were transferred after a longer stay in their new work.

The degree of professional satisfaction of the school teachers of the secondary education level who have been transferred to primary education would also be an interesting research subject. Finally, the examination of job satisfaction of transference school teachers to other public entities which do not belong to the Ministry of Education, may be of significant interest.

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