

PROCEEDINGS OF THE 19TH INTERNATIONAL
CONFERENCE

WORK AND ORGANIZATIONAL PSYCHOLOGY 2020

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PSYCHOLÓGIA PRÁCE A ORGANIZÁCIE 2020

ZBORNÍK PRÍSPEVKOV Z 19. MEDZINÁRODNEJ
KONFERENCIE

**Ivana Piterová,
Denisa Fedáková,
Jozef Výrost (Eds.)**

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**Institute of Social Sciences, CSPA SAS
Košice 2020**

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Introduction

Due to the COVID-19 pandemic the 19th International Conference Work and Organizational Psychology 2020 took place online between 20 and 21 May 2020.

Despite the unprecedented situation, over 35 participants took part in the Conference with 11 online presentations and 19 posters. The online presentations were divided into three sections: Psychology in Organisations; Diagnostics in Work Psychology, and the Social Context of Work.

In this book of conference proceedings, following a now over 20-year tradition, we present 23 selected studies, which have been presented in the form of a lecture or a poster at the conference and later submitted as written papers and peer reviewed. We would like to thank our colleagues from Charles University in Prague, Palacký University in Olomouc, Tomas Bata University in Zlín, Masaryk University in Brno, Constantine the Philosopher University in Nitra, P. J. Šafárik University in Košice and from the Centre of Social and Psychological Sciences in Košice for their valuable help with the organization of the conference and for their cooperation in the review process. We wish that the readers of the proceedings will find interesting information and inspiration for their own work tasks and practice.

This conference, organized by the team of the Centre of Social and Psychological Sciences in Košice, was a special one due to the global pandemic and consequently a time of physical and social distancing. However, it is worth emphasising that the organizers succeeded in keeping the conference continuity, and despite the online distancing the conference climate still enabled valuable and inspiring discussions between participants.

Ivana Piterová, Denisa Fedáková & Jozef Výrost
editors of the conference proceedings

Úvodné slovo

Kvôli celosvetovej pandémie COVID-19 sa 19. ročník medzinárodnej konferencie Psychológia práce a organizácie 2020 konal online, v dňoch 20. – 21. mája 2020.

Navzdory okolnostiam a neobvyklej situácii sa konferencie zúčastnilo viac ako 35 ľudí, s 11-timi online prezentáciami a 19-timi posterami. Online prezentácie boli rozdelené do troch sekcií: 1. Psychológia v prostredí organizácie; 2. Psychologická analýza pracovnej činnosti a psychodiagnostika v psychológii práce; a 3. Práca a jej sociálny kontext, jednotlivec v práci.

V tomto konferenčnom zborníku z konferencie, ktorá má viac ako 20 ročnú tradíciu, prezentujeme 23 príspevkov, ktoré boli na konferencii prezentované formou prednášky alebo posteru a neskôr boli v písomnej podobe zaradené do recenzného procesu. Radi by sme sa poďakovali našim kolegom z Karlovej univerzity v Prahe, Univerzity Palackého v Olomouci, Univerzity Tomáše Bati v Zlíne, Masarykovej univerzity v Brne, Univerzity Konštantína Filozofa v Nitre, Univerzity Pavla Jozefa Šafárika v Košiciach a z Centra spoločenských a psychologických vied SAV v Košiciach, za ich pomoc s organizáciou konferencie a ich spoluprácu na recenznom procese. Želáme čitateľom tohto zborníka, aby našli zaujímavé informácie a inšpiráciu pre ich vlastnú vedeckú prácu, aj odbornú prax.

Tohtoročná konferencia PPaO 2020, organizovaná tímom Centra spoločenských a psychologických vied SAV, bola kvôli globálnej pandémie a z toho vyplývajúcich fyzických odstupov realizovaná v netradičnej online podobe. Napriek tomu, stojí za to zdôrazniť, že organizátori uspeli v udržaní kontinuity konferencie a napriek fyzickej vzdialenosti, online podmienky konferencie umožnili hodnotné a inšpirujúce diskusie medzi jej účastníkmi a účastníčkami.

Ivana Piterová, Denisa Fedáková & Jozef Výrost
editori konferenčného zborníka

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Teachers' Profession and Status Perceived by Slovak Teachers in Hungary

Povolanie a status pedagóga očami slovenského učiteľa v Maďarsku

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Abstract

As a complex phenomenon, Slovak ethnic education in Hungary has not been sufficiently researched yet. This also applies to the profession and status of teachers in the ethnic Slovak education system.

Objective. *The aim of this paper is to examine the perception of teachers' profession and status from the viewpoint of Slovak teachers working at ethnic schools in Hungary, depending on the teachers' gender and the type of school (i.e. monolingual, bilingual and schools teaching Slovak as a subject).*

Method. *The survey was carried out in 2019 in form of a questionnaire, using a sample of 139 teachers of ethnic schools. The selection criteria were employment (acting as a teacher teaching Slovak or in Slovak) and the availability of the respondent – regardless of age, location or gender. The surveyed items were the social significance of the profession, financial recognition, legislative support of the profession, time requirements of the profession, satisfaction with the job.*

Results. *Based on the results of the Mann-Whitney U test, there were some differences between men and women in the perception of financial recognition and legislative support of the profession. The results of the Kruskal-Wallis test showed differences between the respective school types, as far as the perception of time requirements of the profession is concerned.*

Conclusions. *We may state that teachers perceive their position and their job content positively; however, they perceive financial recognition and legislative support as neutral, rather than positive.*

Limitations. *A limitation of the analyses was the uneven distribution of the survey participants among the schools, as well as the gender structure of the surveyed teachers, which, however, corresponded to reality.*

Keywords. *teachers' profession; Slovak ethnic education system; Hungary; job satisfaction*

Abstrakt

Slovenské národnostné školstvo v Maďarsku ako komplexný jav nie je dostatočne prebádané. To sa týka i profesie a statusu učiteľa v slovenskom národnostnom školstve.

Cieľ. *Skúmať vnímanie povolania a statusu pedagóga slovenskými učiteľmi na národnostných školách v Maďarsku v závislosti na rode a type školy (jednojazyčná, dvojjazyčná, príp. škola, kde sa slovenčina vyučuje ako predmet).*

Metóda. *Výskum bol realizovaný na základe dotazníkového prieskumu z roku 2019 na vzorke 139 učiteľov národnostných škôl. Kritériom výberu bolo zamestnanie (pôsobenie ako pedagóga vyučujúceho slovenský jazyk alebo v slovenskom jazyku) a dostupnosť respondenta bez ohľadu na vek, lokalitu, rod. Skúmanými položkami boli spoločenská významnosť povolania, finančné ohodnotenie, legislatívna podpora povolania pedagóga, časová náročnosť povolania pedagóga, spokojnosť s prácou pedagóga.*

Zistenia. *Na základe výsledkov Mann-Whitney U testu sa preukázali rozdiely medzi mužmi a ženami v rámci vnímania finančného ohodnotenia a legislatívnej podpory povolania pedagóga. Na základe výsledkov Kruskal-Wallis Testu sa preukázali rozdiely medzi jednotlivými typmi škôl v rámci časového vnímania náročnosti povolania pedagóga.*

Záver. *Môžeme konštatovať, že pedagógovia vnímajú svoje postavenie i obsah svojej práce pozitívne, inak je to s finančným ohodnotením a legislatívnou podporou, ktoré vnímajú skôr neutrálne ako pozitívne.*

Limity. *Obmedzením analýz bola nerovnomerná distribúcia účastníkov výskumu medzi jednotlivými školami ako aj rodová štruktúra učiteľov, ktorá však zodpovedala ich reálnemu zastúpeniu.*

Kľúčové slová. *povolanie pedagóga; slovenské národnostné školstvo; Maďarsko; spokojnosť s prácou*

Slovak education system in Hungary – situation, problems, numbers

As a complex phenomenon, Slovak ethnic education in Hungary has not been sufficiently researched yet; most research activities have been only partial (Vámos et al., 2004; Tóth, 2008; Tušková, 2016). The results showed its decisive role in the life of Slovaks in Hungary, and also its critical, endangered current state. Tušková (2016) claims that the biggest problem in the ethnic Slovak education system is the lack of continuity in the institution chain and there is no coherent, permanent connection between the institutions. Although the number of children in kindergartens and the number of primary school pupils is steadily increasing, the number of grammar school students is extremely low. The most crucial point of current Slovak ethnic education in Hungary – higher education – is closely related to this problem. In Hungary, Studies of Slovak language, literature and culture and/or ethnic Slovak pedagogy are currently available at four universities (in Budapest, Szeged, Szarvas and Esztergom). The aforementioned are three faculties of pedagogy and one faculty of philosophy. Colleges and universities don't have enough domestic students, most of their students are ethnic Hungarians from Slovakia. The results of Tušková (2016) show that every year, only a handful of students, coming from the two Slovak secondary grammar schools, are willing to study Slovak or ethnic pedagogy to be able to teach at nursery schools, primary and secondary schools. Students studying at the few secondary grammar schools teaching Slovak as a separate subject, want to study Slovak only exceptionally. As far as the future of the Slovak ethnic school system is concerned, this is an adverse trend, since the absence of teachers of Slovak, who could guarantee the quality of Slovak language education, threatens the operation of the aforementioned Slovak schools. We assume that similarly to the situation in Slovakia, the attractiveness of the teaching profession is on the decline also in Hungary. Moreover, according to Uhrinová (2016), applicants have a very broad range of language skills and overall knowledge, which is a significant trouble for university teachers.

There were 34 Slovak schools in Hungary in the 2018/2019 school year: one monolingual, 4 bilingual and 29 schools teaching Slovak as a subject. In the monolingual school (in Budapest), the language of teaching is the ethnic (i.e. Slovak) language. In bilingual schools, (Békéscsaba, Sátoraljaújhely, Szarvas and Tótkomlós), 50% of lessons are held in Slovak. At schools teaching the ethnic language as a separate subject, students are educated in Hungarian; however, the class schedule also contains Slovak language and literature, along with "Slovak studies", amounting to 5 + 1 lessons per week.

In the school year 2018/2019, 3494 pupils studied in these schools. The number of teachers teaching Slovak or in Slovak was 147 (Ďurková & Tušková, 2019).

Teachers' profession and status

A key part of teachers' profession is the level of its prestige and the perception of their status by the teachers themselves (Ingersoll & Collins, 2018). Status refers to teachers' social status or the respect teachers get considering the recognition of the significance of the teachers' function and their capability to perform it (Samuhelová & Tokárová 1996). According to Pavlov (2014), status, i.e. prestige (respect, significance) is a feature of individuals (teachers at school, a certain category of teachers) or the profession as a whole.

The results of the "*Global teacher status index 2018*" international survey indicate that in Hungary, the status of teachers in society is relatively low (24.4), as Hungary ranked almost last of the 35 surveyed countries (Dolton et al., 2018).

The survey conducted as part of the *TALIS study* (OECD, 2019a) was aimed at how teachers perceive the social recognition of their profession. Of the teachers from 48 countries taking part in the survey, just over 10% of teachers from Hungary agreed that the teachers' profession is valued in society (the OECD average was 25.8%). This survey also confirmed that only 4.5% of teachers in Slovakia agreed with the statement, being the lowest rate among all other OECD countries. According to this survey, teachers in both Hungary and Slovakia think that social recognition of teachers is critically low. According to the *TALIS study* (OECD, 2019a), increasing the prestige of the teachers' profession is key to attract new candidates and also helps introducing new people to the profession, replacing retiring teachers and keeping current teachers in their careers.

So, the shortage of teachers is an international problem and more attention needs to be paid to teachers' satisfaction with their jobs (Toropova et al., 2019). The declining prestige of teachers, together with the unsatisfactory work environment, are the predominant reasons for teachers' fluctuation (Borman & Dowling, 2008). Magdová et al. (2020) found, that Slovak teachers consider as problematic areas mainly remuneration, job satisfaction; students' behavior during classes, aggressiveness, and performance; stress linked to the teaching profession; work with a minority group; communication with parents; class size; and working conditions (environment).

Crossman and Harris (2006) cite educators' low degree of their job satisfaction as a possible cause of crisis in education. The impact of working conditions on teachers' job satisfaction was examined by Ma and MacMillan (2010). They concluded that female teachers were happier with their jobs than men. According to them, teachers' job satisfaction was positively influenced by their working conditions.

In studies on teachers' job satisfaction and status, gender is a frequently investigated variable. Different results are observed from researches including a comparison of teachers' perception about job satisfaction based on their gender. In various researches conducted to determine the effect of gender on teachers' job satisfaction (Aydin et al., 2012; Demirtas 2010; Magee 2013) female teachers were found to have more positive opinions and perceptions than their male counterparts. In contrast, some studies showed that teachers' gender does not have a determining role in their perception about job satisfaction (Carlson & Mellor 2004; Crossman & Harris 2006).

Studies of teachers' job satisfaction by type of school are rarer (Crossman & Harris, 2006, Magdová et al., 2020; Scott et al., 1999) than gender-related studies. The results of research Crossman and Harris (2006) indicate that the type of school does have a statistically significant effect on satisfaction levels. Although the results indicate that teachers working in independent and privately-managed schools are most satisfied.

Teachers think that increased financial recognition would help making their profession more attractive. According to a survey conducted by the European Commission (European Commission, 2013), in most EU countries, teachers see salary increases to be the most important change to make their profession more attractive. In Hungary, 48.2% of teachers agreed, which was well above the European average (34%). In Slovakia, this rate was 45.8%.

The results of a previous research carried out in Hungary in 2009 showed that being a teacher in the capital city seems less attractive to local young people than to those living in smaller settlements. People living in smaller communities and less developed areas are more likely to consider being a teacher an opportunity to move than people of prosperous regions. Teachers also reported significantly higher financial recognition in the capital than in small villages and in the countryside. The survey was primarily focused on the issue of integration in the field of education and did not directly address the status and profession of teachers. However, the opinions of teachers on education, the attractiveness of their profession, the

relations between teachers, but also on financial recognition were mapped. (Németh & Papp, 2009).

In Slovakia, Kaščák et al. (2012) examined the status of teachers' profession. When analysing the status, they focused on the opinion of the Slovak society considering the demanding nature of the teachers' profession. They concluded that three quarters of citizens perceive teaching to be a demanding profession. However, this perception is conditioned by the level of education, the social and professional status of the respondents and the size of the settlement they live in.

Respondents with better education were more aware of the demanding nature of the teachers' profession, although the vast majority of the respondents of all educational levels considered the teachers' profession to be demanding. As far as social and professional status is concerned, the prevailing opinion was that the teachers' profession is demanding; it was perceived to be difficult mainly by executive and creative professionals, as well as pensioners.

Objective

The aim of this paper is to examine the perception of teachers' profession and status from the viewpoint of Slovak teachers working at ethnic schools in Hungary, depending on the teachers' gender and the type of school. Gender was selected based on the analysis of multiple studies confirming the impact of this variable on the fields influencing the teachers' profession and status. School type is not crucial in this issue; however, we assume it could influence the perception of the profession. For the purposes hereof, we survey questions focused not only on the profession itself, but also on the teachers' status. This issue was examined in five areas: social significance of the profession, financial recognition, legislative support of the profession, administrative and time requirements of the profession and satisfaction with the job.

Methods

The data come from the survey conducted in 10 Hungarian counties in 2019, on a sample of 139 teachers of ethnic schools.

Research sample: Respondents were selected from schools of all three types teaching Slovak, both in cities and villages. The selection criteria were employment and the availability of the respondent, regardless of the identification criteria (age, location, gender).

The survey sample consisted of 18.7% of men and 88.3% of women. 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 ($SD = 9.712$), while the average age of men was 43.44 years ($SD = 10.954$). 7.3% taught at monolingual schools, 48.2% at bilingual and 43.1% at schools teaching the ethnic language as a separate subject. 54% claimed to be of Slovak ethnicity, 18.2% claimed to be Hungarian, while 27.7% claimed to be both Slovak and Hungarian.

Methods: To analyse gender, school type and perception of the teachers' profession, we used the following: The profession of Slovak teachers is: "socially significant"; "financially sufficiently recognized"; "time-consuming and administratively demanding".

In addition to these items, teachers were asked to comment on the following items: "I am satisfied with my job."; "Political and legislative support is satisfactory." Respondents had to choose the appropriate option from a scale; the score was then calculated using a seven-point scale, where 1 = "I definitely disagree" and 7 = "I definitely agree".

Statistical analyses: We processed the obtained research results using the methods of descriptive statistics and methods of inferential statistics (Mann-Whitney U test, Kruskal-Wallis H test), using IBM SPSS software, version 21.

Results

Due to the unequal headcount of respondents in the individual groups, we used nonparametric tests. As far as social significance of the teaching and job satisfaction were concerned, no differences were found.

Based on the results of the Mann-Whitney U test, there were some differences between men and women in the perception of financial recognition ($U = 1284.000$; $STS^1 = 2.162$; $p < 0.05$) and legislative support of the profession ($U = 1376.000$; $STS = 3.568$; $p < 0.001$). Considering these two aspects, men considered financial recognition ($M = 3.75$; $SD = 1.95$) and legislative support ($M = 2.80$; $SD = 1.47$) to be negative, while women saw them as neutral: financial recognition ($M = 4.87$, $SD = 1.61$) and legislative support ($M = 4.45$, $SD = 1.49$).

The results of the Kruskal-Wallis test showed differences between the respective school types, as far as the perception of time and administrative requirements of the profession are concerned (test statistic = 19,289, s.v. = 2, $p < 0.001$). Within the respective groups, it was

¹ STS = standardized test statistic

considered to be the most demanding by teachers of the monolingual school ($M = 6.70$, $SD = 0.48$) and the least demanding by teachers of schools where Slovak is taught as a subject ($M = 5.76$, $SD = 1.12$).

Table 1. Descriptive characteristics

Gender and school type		The profession of Slovak teachers is socially significant	The profession of Slovak teachers is financially sufficiently recognised	The teaching profession is generally time-consuming and administratively demanding	Political and legislative support for teachers is satisfactory	I am satisfied with my job
male	N	16	16	16	16	16
	Mean	4.50	3.75	6.19	2.80	5.56
	SD	2.00	1.95	0.91	1.47	1.93
female	N	121	121	121	121	121
	Mean	5.40	4.87	6.16	4.45	6.08
	SD	1.57	1.61	1.12	1.49	0.93
monolingual	N	10	10	10	10	10
	Mean	5.10	4.90	6.70	5.10	5.90
	SD	1.10	1.45	0.48	1.66	0.57
bilingual	N	67	67	67	67	67
	Mean	5.46	4.78	6.43	4.15	6.06
	SD	1.58	1.82	1.02	1.56	1.24
Slovak taught as a subject	N	60	60	60	60	60
	Mean	5.13	4.67	5.76	4.24	6.00
	SD	1.78	1.59	1.12	1.56	1.00

Discussion and conclusion

The results presented herein showed a positive perception of the status and content of teachers' profession. Compared to the international surveys presented herein (Dolton 2018, OECD 2019a), Slovak teachers in Hungary generally consider their profession to be significant in society. Considering gender, it was rather women than men, while considering school type, predominantly teachers of bilingual schools who considered their profession to be significant (however, compared to the other two types, this was negligible).

Based on the studies (Aydin et al., 2012; Demirtas 2010; Ma & MacMillan, 2009), we assumed female teachers to be more satisfied with their work than their male counterparts. In this case, our assumption was confirmed: women were more satisfied with their jobs. According to Toporová et al. (2020), women's increased satisfaction with the teaching profession may be explained by the fact that women identify more with their "traditional" roles – i.e. upbringing and education – in society, while men may feel less suitable for this role. In our case, further sources of dissatisfaction of male teachers with their jobs could be teachers' salaries or the lack of career advancement, as well as the overall prestige of the profession.

The results of the study published by Crossman and Harris (2006) surveying job satisfaction at different types of secondary schools show that satisfaction with teachers' jobs was related to school types. Teachers of private schools showed the highest level of satisfaction, while teachers of primary schools were the least satisfied. In our case, the type of school did not prove to be significant.

Respondents have a rather neutral view of financial recognition and legislative support, being even negative in some cases. It is quite logical that the teachers' financial recognition directly correlated with their gender, while the type of school did not have a significant influence on it. Men perceived it more negatively than women. According to OECD surveys (2017), teachers in Hungary received only 69% of the average salary of people with university degrees, while the then average value in OECD countries was 88%. This trend continued also later (OECD, 2019b). According to several international surveys, being a teacher is thought to be unattractive mainly because of the low wages and insufficient social recognition of teachers. Low social status is also a result of feminization (dominance of women among teachers), which is also related to low salaries and respect in society.

Legislative support was perceived by men much more negatively than by women. As far as the school type is concerned, the differences in perception were not as large as in terms of gender; the most significant differences were noticed between monolingual and bilingual schools.

“The teaching profession is generally time-consuming and administratively demanding” – it was predominantly teachers of the monolingual school, who agreed with this statement, while teachers of schools where Slovak was taught as a subject, agreed least. A partial explanation to this is the teachers' preparation for the lessons held exclusively in Slovak, since the school declares that Slovak clearly dominates the educational process (Marloková-Szabóová, 2019).

The profession of Slovak teachers in Hungary is therefore influenced by several unfavorable issues: high feminization (88.3% of teachers are women), high rate of teachers who reached retirement age (almost 30%), unattractiveness of the teaching profession caused not only by inadequate financial recognition, but also by the legislative support of the profession, perceived by teachers as insufficient.

Limits of the paper: A certain limitation to the analysis is the unequal distribution of the respondents in terms of the respective institutions, as well as the gender structure of the respondents; however, this reflects current conditions.

The benefit of the study is that almost all teachers teaching Slovak or in Slovak (139 out of 147) at ethnic schools in Hungary took part in the survey. The aforementioned findings can therefore be considered to be representative in terms of teacher headcount.

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