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Editorial

With the first issue of the eighth volume, the "educational circle", the four-month Open Access Journal, is entering its eighth year of release, providing direct and open access to its content, supporting the principle of global knowledge, sharing and making the results of scientific research available to the public.

Twenty-three new articles are hosted in this issue, five in English and eighteen in Greek. The content of these articles covers a wide range of subjects, covering formal education, adult education, special education, distance learning and educational administration.

These articles highlight the need for schools to implement innovative practices and actions within a pedagogical framework that reflects the full range of the operation of a school unit. Particularly important in this perspective are the pedagogical leadership context, the relationships that develop in teacher associations, experiential learning at the level of teaching, and school-family collaboration. The role of teachers is important in this regard, and this is why the importance of supporting their work and of continuing educational training, through alternative methods and practices, related to new technologies and the internet is being highlighted.

The eighth year of the “educational circle” is related with the implementation of the 3rd International Experiential Conference on applied teaching, which is held in Drama in May 2020 under the general title "New Challenges in Education". The purpose of the Conference is to point out innovative trends, perspectives, modern pedagogical directions and explore new challenges for education.

Spiros Kioulanis

Editorial

Με το πρώτο τεύχος του όγδοου τόμου, ο “εκπ@ιδευτικός κύκλος”, το τετραμηνιαίο Επιστημονικό Περιοδικό Ανοικτής Πρόσβασης, μπαίνει στο όγδοο έτος της κυκλοφορίας του, παρέχοντας άμεση και ανοικτή πρόσβαση στο περιεχόμενό του, υποστηρίζοντας την αρχή της υποστήριξης της παγκόσμιας ανταλλαγής γνώσεων, και καθιστώντας διαθέσιμα στο κοινό τα αποτελέσματα της επιστημονικής έρευνας.

Στο τεύχος αυτό φιλοξενούνται είκοσι τρία νέα άρθρα, πέντε στην αγγλική και δεκαοκτώ στην ελληνική γλώσσα. Το περιεχόμενο των άρθρων αυτών αφορά σε ένα ευρύ πεδίο αντικειμένων, που αναφέρονται στην τυπική εκπαίδευση, στην εκπαίδευση ενηλίκων, στην ειδική αγωγή, στην εξ αποστάσεως εκπαίδευση και στη διοίκηση της εκπαίδευσης.

Μέσα από τα άρθρα αυτά αναδεικνύεται η ανάγκη τα σχολεία να εφαρμόζουν καινοτόμες πρακτικές και δράσεις, μέσα σε ένα παιδαγωγικό πλαίσιο το οποίο θα αντανακλά σε όλο το φάσμα της λειτουργίας μιας σχολικής μονάδας. Στην προοπτική αυτή ιδιαίτερη σημασία έχουν το πλαίσιο της παιδαγωγικής ηγεσίας, οι σχέσεις που αναπτύσσονται στους συλλόγους διδασκόντων, η βιωματική μάθηση σε επίπεδο διδακτικής και η συνεργασία σχολείου και οικογένειας. Σημαντικός ως προς αυτή την κατεύθυνση είναι ο ρόλος των εκπαιδευτικών και για το λόγο αυτό αναδεικνύεται η σημασία της υποστήριξης του έργου τους, αλλά και της συνεχούς επιμόρφωσης μέσα από εναλλακτικές μεθόδους και πρακτικές που αφορούν στις νέες τεχνολογίες και στο διαδίκτυο.

Το όγδοο έτος του εκπαιδευτικού κύκλου είναι συνδεδεμένο με την υλοποίηση του 3ου διεθνούς βιωματικού συνεδρίου εφαρμοσμένης διδακτικής, που με το γενικότερο τίτλο «Νέες Προκλήσεις στην Εκπαίδευση» θα γίνει στη Δράμα τον Μάιο του 2020. Σκοπός του Συνεδρίου είναι να αναδείξει καινοτόμες πρακτικές, τάσεις, προοπτικές, σύγχρονες παιδαγωγικές κατευθύνσεις και να διερευνήσει τις νέες προκλήσεις για την εκπαίδευση.

Σπύρος Κιουλάνης

Motivation - Hygiene Theory: Greek teacher’s attitude towards maintenance factors and motivators in school environment

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Abstract: In a dynamic and multidimensional school context teacher’s opinion about his/her job seems to be of high concern due to beneficial results related to the final produced work. In this study we examine Greek teachers’ attitude towards Herzberg’s “Motivation-Hygiene Theory” which justifies their job dissatisfaction-satisfaction. We specify the degree Greek teachers are satisfied/dissatisfied by their service administration and indicate which factors in Herzberg’s Theory are thought more fulfilled than others or which need more attention so that teachers are improved personally and professionally. Participants demonstrate a moderate to a negative attitude regarding their service potential to deploy teachers as human resource while almost half of them believe that school displays motivation elements but it is not able to use these elements for the benefit of school-work produced and teachers themselves. Administration exhibits a partial fulfillment or relative inefficiency to satisfy Herzberg’s factors deteriorating dissatisfaction and enhancing job satisfaction.

Keywords: Job satisfaction, Motivation - Hygiene Theory, dissatisfiers, satisfiers, administrative - school policy

1. Introduction

Education and teaching process take place in a dynamic and multidimensional context which is permanently subjected to changes and expansion. Teachers, as educators and employees, are called to accomplish their duty in an extremely demanding and competitive environment due to sociocultural, financial and scientific parameters along with the new prospects in knowledge or information transmission in our society. Nowadays, it is widely accepted that every teacher - like any other employee - appears to be an autonomous entity demonstrating their own expectations influenced by certain experience and some unique ideological attitudes towards life, school or work (Terzidhs&Tzwrtzakhs, 2004). They co-exist with their colleagues in an interactive and interdependence relationship and carry their own personal traits or duties. (Author, 2016). It becomes obvious that teacher’s contribution in teaching process and implementation of the curriculum or the educational system in general is recognized as a crucial one highlighting the role of factors such as motivation and job satisfaction. Focusing on the above factors helps us to improve teaching and learning processes resulting in teacher’s personal or professional development and qualitative produced work.

In this study we try to find the degree that some motivation factors are thought to be important to teachers in Greece as well as to what extent they are fulfilled by their service and administration. We have concentrated on Frederick I. Herzberg’s Motivation - Hygiene Theory as it offers parameters easily recognized by teachers along with its wide application in many working fields. Furthermore, issues such as satisfaction and dissatisfaction are of high concern and interest among teachers and seem to influence the most of their reactions at school. They also influence a great variety of sectors such as their personal lives, their interrelations and eventually the produced work. Through our collected data analysis our main objective is to record how each maintenance and satisfaction factor is thought to be fulfilled by Greek teachers’ administration service in order to record how dissatisfied and satisfied they are as employees or educators in primary and secondary education in Greece.

Similar results can help administration thoroughly realize teachers’ needs and expectations, try to improve intrinsic and extrinsic job conditions resulting in deteriorating dissatisfaction and upgrading the feeling of satisfaction. Consequently, we may have more efficient teachers and qualitative produced work investing on efficient curricula saving money and time (Galluzzo, 2005).

2. Theoretical Framework: Frederick I. Herzberg - Motivation - Hygiene Theory

In the mid-1960s Frederick I. Herzberg contributes catalytically changing the way motivation was so far approached in workplace (Nichols, 2004). Throughout his research he focused on the study of those factors which could lead to a sense of satisfaction of the employees’ needs aiming at motivation in any workplace. He essentially proceeded to simplify and, at the same time, extent Maslow’s theoretical approach developing his Motivation - Hygiene Theory (Mehrad, 2015) & (Rahim &Daud, 2012). In this theory he claims that only the two highest levels in Maslow’s approach can constitute factors with motivating power. Considering the needs of the first three levels self-evident for the existence of the person - worker he named them **maintenance needs**. The intermediate category of needs can be distinguished by their motivational value when they refer to individuals’ socialization and contribute to developing interpersonal relationships.

While Maslow studied and concentrated on the individual’s needs, Herzberg proceeded to a more plausible analysis of those factors which seem to satisfy the specific needs as far as working content and conditions are concerned (Worlu&Chidozie, 2012) and (Tzwrtzakhs&Tzwrtzakh 2007). Through an empirical research, which he conducted, he proceeded to the study and distinction of working factors in two categories. The first category consists of the working factors which are a source of dissatisfaction for the same people in the same workplace (**dissatisfiers**) while the second one of those factors that lead to the employees’ satisfaction in a company or organization (**satisfiers**). Therefore, Herzberg’s theoretical approach is described as a dual process in a parallel distribution defined by two edges each: the first one is defined from dissatisfaction to no dissatisfaction and the other

from no satisfaction to satisfaction (Worlu&Chidozie, 2012). Evans & Olumide-Aluko (2010) and Malik & Naeem (2013) describe the above procedure consisting of two continua independent to each other with edges the above corresponding components while Nias (1981) emphasizes that an employee's working well being requires employer to focus on both categories of factors.

The first continuum includes the Hygiene - maintenance factors which are related to the extrinsic working environment or working conditions (extrinsic job conditions). Their absence of them causes a feeling of discontent on the worker's part (Terzidis, 2004). On the other hand, the existence of these factors in the working environment comes to reduce or possibly to eliminate the above feeling but simultaneously it does not give the employee the desired sense of satisfaction or motivation for a more effective working performance. In similar working environments these factors have been simply observed to contribute to the maintenance of workers efficiency to a tolerably accepted level (Bourandas, 2002) and comprise "encouraging reasons" for a worker to stay in a specific job (**job stay-ons**) (Worlu&Chidozie, 2012).

Considering Herzberg's theoretical positioning we come to a conclusion that the opposite of the feeling of dissatisfaction or discontent in a specific workplace is not the employee's satisfaction but just not dissatisfaction (Nichols, 2004). Therefore even if we focus on reducing or eliminating the hygiene factors, which contribute to discontent, we cannot insure having satisfied but just not dissatisfied employees. According to Herzberg these specific factors, which are associated with the three lower levels - categories of needs in Maslow's theory, may contribute to a "healthy" working environment and are:

- **Company policy and administration:** The organizational and administrative policy pursued by a company or organization.
- **Supervision:** The presence and the degree of the supervisor's involvement in work, monitoring or guidance of the staff in a company or organization.
- **Relationship with Supervisor:** The interpersonal relationships each employee has with his superiors.
- **Interpersonal relationship with peers/colleagues:** The formation of the employees' interpersonal relationships of among themselves.
- **Relationship with subordinates:** The formation of employees' interpersonal relationships with their subordinates.
- **Job security:** The feeling of safety and security which the employee enjoys through the applied policies of a company or organization.
- **Working conditions:** The nature and character of the working environment as it is being defined by the working hours, the physical environment and the logistics support.
- **Financial remuneration (salary/wages):** The stability of the provided salary or wages and various extra financial rewarding.

- **Social status/prestige:** The prestige or social status which the employee’s position transfuses to him/her through the applied policies of a company or organization.
- **Personal life:** The extent to which the employee’s personal life is affected by the policy of the company - organization and his/her position in it.

The second category in Herzberg’s theoretical approach includes the internal - intrinsic factors (**intrinsic job conditions**) which are referred as **motivator factors or motivators**. These are the main source of the employee’s contentment or satisfaction which encourage him/her to further improvement of the working performance. It should be mentioned that these factors are associated with the working process itself as far as its content, nature and execution are concerned (Chitiris, 2006). In correspondence to the case of hygiene factors, lack of motivators does not result in the employee’s dissatisfaction but simply render him/her not satisfied. In conclusion, through Herzberg’s theory we realize that only the motivators can comprise a source job satisfaction. So the motivator factors are (Chitiris, 2006):

- **Achievement:** The degree that work insures the employee’s satisfaction of his/her goals and needs.
- **Recognition:** Recognition of each employee’s efficiency, efforts, performance and contribution to his/her job position.
- **Nature of work itself:** The degree of freedom and autonomy enjoyed by the employee in his/her position.
- **Responsibility:** The employee’s interest in his/her work place and the importance attached to each attempt.
- **Progress:** The extent to which the job develops and utilizes employee’s knowledge, skills or working abilities.
- **Development/Advancement:** The prospects and the employee’s promotions as a result of successful work.

As Nichols (2004) mentions, of the above motivators the last four ones seem to lead to a state of longer lasting satisfaction. He also believes that in a working environment, the presence of motivation factors contributes to job satisfaction and improvement of work output. However, a basic condition in achieving the expected job satisfaction and improvement of work outcome is first to ensure individual’s no dissatisfaction through a priori fulfillment of Hygiene - Maintenance Factors. The human resources of an organization or a company can take advantage of the motivators offered and aim at improving work outcome demonstrating satisfaction stemming from his/her workplace in which the employee can only be or feel integrated when he/she is not dissatisfied.

This specific theory can also be associated with the notion of job involvement (Lodahl &Kejner, 1965) which determines the extent to which the working content and context contribute to an employee’s self-perception and self-image assisting in meeting the individual’s basic needs (Dubin, 1956, 1968 as shown in Chu &Kuo, 2015). They studied various explanatory approaches of the concept of job involvement and they observed that it is

rather related to the intrinsic job conditions as motivation factors are associated to work itself as content, nature and execution. Kanungo (1982) transfuses to job involvement a psychological dimension implying a kind of employee's identification with his/her job or occupation.

Also, it is quite interesting to take into consideration that the desired improvement of job satisfaction can be accomplished through **job enrichment strategy** (Schermerhorn et.al 2012). This strategy is based on an organized effort to create more motivation factors in a workplace on the basis of two perpendicular axes. The "horizontal axis" refers to ensuring a variety of working tasks or activities which will rotate among staff at regular time periods aiming at avoiding a sense of routine or boring work mood (Bourandas, 2002). The "vertical axis" is associated with the employee's potential to participate actively in planning, organization and control of his work. Simultaneously the same axis is related to the decision - making processes concerning the above work parameters which can allow an employee to undertake initiatives, responsibility and self-action.

2.1. Motivation - Hygiene Theory in education

Education and its parameters construct a dynamic - in character - field which is constantly subject to modifications and progress. Nias (1981: 235-236) has put under consideration the degree that the theoretical background of Hygiene - motivation theory can be applied to educational environment. He recommended a more focused study on satisfaction in educational contents and contexts taking into consideration the specific parameters that characterize them. The educational process involves communication between the teacher and his/her colleagues as well as between the teacher and the students. This remark is reinforced by Hofstede and Hofstede (2005) who recorded clear differences between western societies and developing African ones in their investigations. They mainly concentrated on the level of equality and inequality in educational contexts which affects the general validity of motivation factors. Therefore, there seems to appear a differentiation in the content and conditions in educational workplace which is likely to affect or alter the intensity of the motivators or hygiene - maintenance factors. In her studies Evans (1998:150) notices that in certain sociocultural environments financial remuneration can operate as a factor of satisfaction and motivation. Furthermore, variation in hygiene -maintenance and motivation factors can also occur among employees as individuals and it depends on each person's personal experiences even if they do the same or similar job. Educational and social changes directly affect both the content and the context in which teachers pursue their function rendering it more demanding (Chu &Kuo, 2015). In their workplace although teachers are considered as part of a wider sociocultural environment acting in it as a team or individuals, they simultaneously interact in a highly pluralistic educational content and context in which they are integrated.

2.2. Job satisfaction

In any educational content and context **Job satisfaction and motivation** are considered to be of vital significance if we aim at an effective and efficient educational system (Chireshe& Shumba, 2011). The above notions, although quite related, are not identical to each other. Motivation is rather a kind of process that, if it is suitably managed, can lead to job satisfaction. Job satisfaction can be defined as an “emotional” or psychological state with positive connotations stemming from a person’s desirable attitude towards his job and it depends on many and multiple factors (Locke, 1976 as it appears in Hilmi, Ali & Nihal, 2016). Gruneberg (1976) approaches job definition as a worker’s complex state of emotional content which derives from his/her personal opinion about his job. It is quite interesting to refer to Okafor (1985 as it as it appears in Hilmi, Ali & Nihal, 2016) who focuses on work context itself and the worker’s perception about the degree a specific job redeems his/her needs. It is widely accepted that job satisfaction and motivation, as its result, are mainly related to the intrinsic aspects of a job or occupation (motivators). Furthermore a single motivator cannot itself lead to satisfaction which can be accomplished only when we approach motivators as a whole. At the same time satisfiers - motivators appear to be easily affected by cultural and nationality oriented factors (Huang and Van De Vliert, 2003) which may differentiate each one’s intense or significance among different cultures (Zariszadeh, 2012). Spector’s approach to the same subject focuses on the specific parameters of a job or occupation and the feelings that they cause on the worker (Spector, 1997). Ololube (2006) describes it as a factor which can satisfy a teacher’s needs and at the same time leading to teaching improvement. He also argues that job satisfaction and motivation exposes a great impact on both any educational system and his/her personal attitude towards the real meaning of working as a teacher (Gemedá, 2015).

3. Methodology

3.1. Procedure of Data Collection

For the purpose of this study we drew up a questionnaire consisting of four basic questions which aimed at recording teachers’ response to Frederick I. Herzberg’s Motivation - Hygiene Theory in education. We distributed it to 50 women - EFL teachers - who teach English as a foreign language in public schools of Primary and Secondary Education in Greece. For reasons of greater reliability of our results and conclusions the survey was limited to one sex because the majority of teachers in this discipline are women in Greek schools. The questionnaires were sent to schools and personal teachers’ accounts by e-mail attempting an equal distribution in the receiving answers concerning both the above school levels. The concept of equal distribution pertains to various levels of this study and the corps participating in it.

Specifically, as far as the school levels, in which teachers of the study work, are concerned, 16 questionnaires - 32% - were answered by teachers who teach in General and Vocational Senior High Schools, 17 and 34% in Junior High Schools and 17 - percentage 34% - in Primary Schools. An attention was also paid to the years of each participant's work experience to ensure data objectivity and hence research findings. Regarding participants' work experience in the survey there were involved 29 women teachers - 54% - with experience up to 10 years, 24 - 48% - with experience from 11 to 20 years and 12 - 24% with work experience from 21 up to 30 years. As for the spatial distribution of the replied questionnaire is concerned, the bulk of them were filled by teachers of Epirus Prefecture whereas questionnaires were also answered by teachers from Attica, Thessaly, Macedonia and the Peloponnese. Aiming at a more precise recording of the data used in our study these questionnaires were decided to be sent during the period of January - February 2015. It was during the second trimester of the school year in which the teaching process seems to be in full growth and development.

On a first level we investigated the teachers' attitude towards their service and how much it contributes to their personal and professional development. Specifically, the first question puts participants a reflection on whether they consider school - as an organization - to contribute to their personal and professional growth or development as educators. Moving to another significant issue of this study a brief outline of the concept of motivation is given and participants were asked if they can distinguish particular elements from their administration service part that can provide motivation in their workplace (question 2).

In the second part of the questionnaire (questions 3 and 4) we focused on Motivation - Hygiene Theory detecting the participants' attitude towards the parameters they constitute it. This theory focuses on the individual and in terms of job content and context it studies satisfaction or dissatisfaction factors as motivation sources. These can enhance the individuals' mood for higher productivity or efficiency while they can affect their behavior in their attempt to satisfy their needs. They contribute to motivate those involved in teaching process and to create a favorable working climate. Moreover, the main ideas of the above theory are notions easily recognizable by teachers in their everyday professional life and thus can ensure - to a great extent - the reliability of our data collection and study conclusions. On both set of factors the teachers who participated in this study demonstrate their attributes towards their service administration and the degree to which it ensures the essential factors that lead to the sense of no dissatisfaction in the first category and of satisfaction in the second one.

After collecting the questionnaires we proceeded in indexing them with the help of the Microsoft Excel program recording the answers in the form of numerical data on tables and for questions 3 - 4 we proceeded to calculate them in the form of a percentage ratio. Consequently, the statistical analysis was conducted by using SPSS 24. We used descriptive statistics to analyze our data collected for all the items of the questionnaire aiming at recording Greek teachers' attitude towards maintenance and motivation factors in Frederick I.

Herzberg’s Motivation - Hygiene Theory in education. We focused on specific statistical procedures such as **frequencies and percentages, mean, median, mode and standard deviation** to analyze the participants’ answers. We also displayed our data in questions 1 and 2 in graphs in order to have a better image of them something which would help us understand and more easily extract information from them.

3.2. Results - Findings

3.2.1. Question 1

The first question of our study focused on the potential school has as an organization to contribute to teacher’s personal growth and professional development. We observe that 54% of participants, that is 27 out of 50 teachers, claimed that school can - to a degree “enough” - satisfy the teachers’ vision for personal development and promotes their utilization. 28% - 14 out of 50 colleagues - believe that school contribution is quite limited as it doesn’t provide the adequate support to the teacher. Just 8 teachers - 16% - demonstrated that their service contribution is significant while only one participant - 2% - shows the absence of school potentiality for personal growth and development.

QUESTION 1				
	Frequency	Percent	Valid Percent	Cumulative Percent
	VERY MUCH	8	16,0	16,0
	ENOUGH	27	54,0	70,0
Valid	LITTLE	14	28,0	98,0
	NOT AT ALL	1	2,0	100,0
	Total	50	100,0	100,0

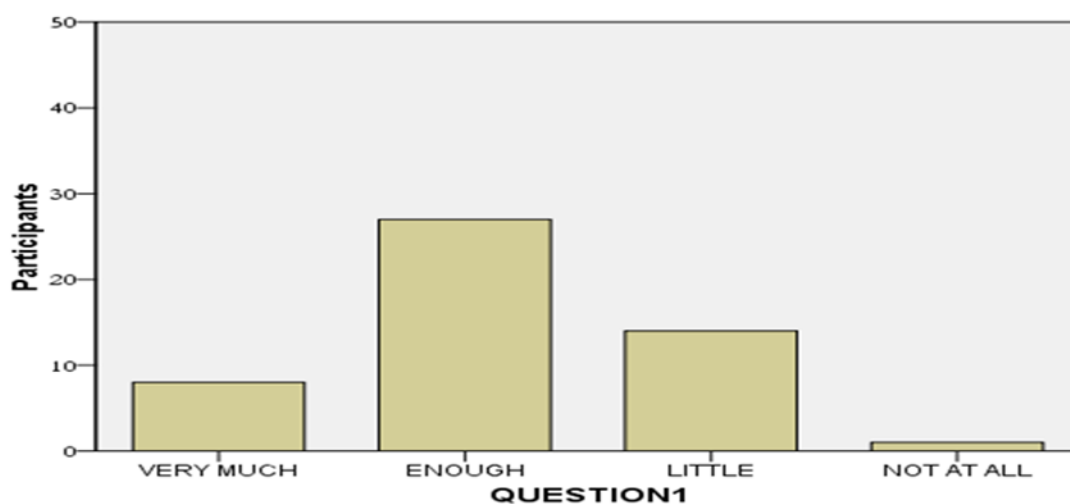
Table 1. Frequency variables of data collected in question 1

QUESTION 1 - Statistics		
N	Valid	50
	Missing	0
Mean		2,1600
Median		2,0000
Mode		2,00
Std. Deviation		,71027

Table 2. Mean, median, mode & standard deviation of data collected in question 1

Analyzing variables in question 1 (table 2) we observe that the average value of the entire set of our data (mean) is 2,16 so it almost identical to mode and median as value “enough” occurs the most in participants’ answers. Almost half of the teachers asked in question 1 are also satisfied “enough” by school and its contribution to their personal growth and professional development. Furthermore, low standard deviation (0,71) indicates that the data are clustered closely around the mean.

Graph 1. Visualization of the teachers’ responses on school contribution in developing and utilizing them.



In a more thorough study of our statistical results teachers seem to express a rather moderate to negative view - 84% - on the potential of school to deploy teacher as human resource and be a creative - motivator factor for her personal development.

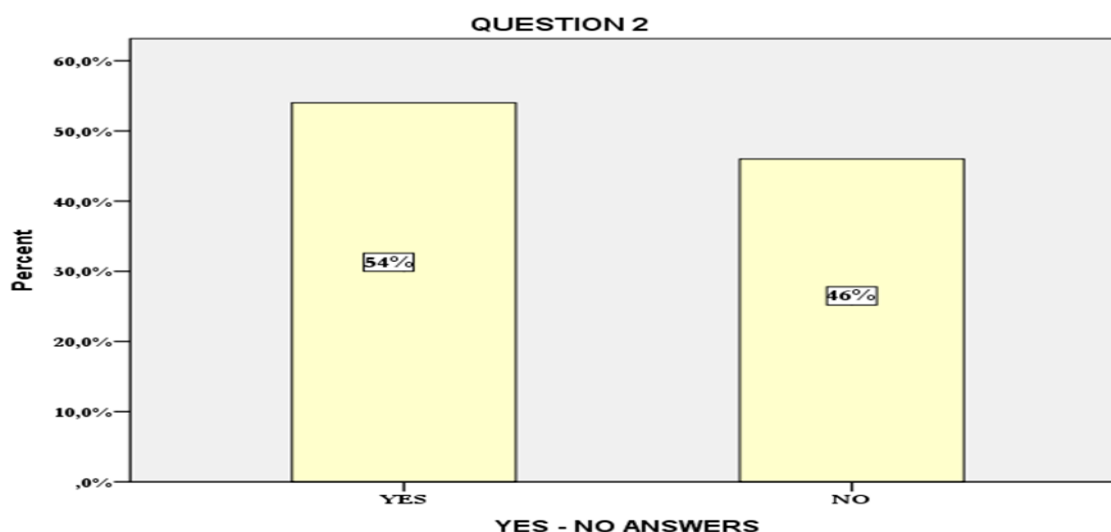
3.2.2. Question 2

A major speculation which we submitted to the participants refers to the concept of motivation itself, and specifically to what extent administration offers incentives to motivate their teachers. To this question teachers express a rather positive view as 27 participants out of total 50 - 54% -believe that administration offers or can ensure sets of incentives towards individual’s motivation as a worker or educator. On the other hand, 23 people - 46% - state that their service does not provide any motivation elements in their working environment.

QUESTION 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	27	54,0	54,0	54,0
	NO	23	46,0	46,0	100,0
	Total	50	100,0	100,0	

Table 3. The teachers’ attitude towards the existence of motivation by administration in their workplace.

Graph 2. Visualization of the teachers’ attitude towards the existence of motivation elements by administration in their workplace



3.2.3. Questions 3 and 4.

The questions 3 and 4 refer to Frederick I. Herzberg’s theory of the two factors. Specifically question 3 focuses on the Hygiene - maintenance Factors always related to extrinsic job conditions - in our case school as workplace and the absence of which cause the feeling of dissatisfaction on teachers’ part.

<i>Question 3</i>	50 participants				
	<i>Very high rate</i>	<i>High rate</i>	<i>Enough rate</i>	<i>Low rate</i>	<i>Very low rate</i>
Company policy & administration	1 - 2%	7 - 14%	16 - 32%	20 - 40%	6 - 12%
Supervision	3 - 6%	11 - 22%	17 - 34%	16 - 32%	3 - 6%
Relationship with Supervisor	5 - 10%	17 - 34%	18 - 36%	8 - 16%	2 - 4%
Interpersonal relationship with peers /colleagues	8 - 16%	22 - 44%	12 - 24%	6 - 12%	2 - 4%
Relationship with subordinates	4 - 8%	20 - 40%	14 - 28%	9 - 18%	3 - 6%
Job security	3 - 6%	8 - 16%	24 - 48%	10 - 20%	5 - 10%
Working conditions	2 - 4%	11 - 22%	21 - 42%	11 - 22%	5 - 10%

Financial remuneration (salary/wages)	0 - 0%	2 - 4%	15 - 30%	21 - 42%	12 - 24%
Social status / prestige	0 - 0%	11 - 22%	12 - 24%	23 - 46%	4 - 8%
Personal life	2 - 4%	13 - 26%	20 - 40%	11 - 22%	4 - 8%

Table 4. Participants’ rate attribution to Hygiene - maintenance Factors fulfillment at school

Analyzing question 3 results on table 4 we easily observe that concerning Company policy & administration factor, one questioned - 2% - attributes it the value "very high degree," 7 and 14% of the value "high rate" and 16 teachers - 32% - the value "enough rate." Finally, 20 people - 40% - stated that their service can ensure Company policy & administration factor to a low rate while six of the participants - 12% - believe that school meets it to a very low rate.

In the second factor - that of Supervision - 3 teachers and 6% felt that their service satisfies it to a very high rate, while 11 - 22% - to a high rate. 34% of the participants - 17 teachers - attribute the “enough rate” value to supervision and 16 - 32% - stated that this factor is ensured to a low rate. Finally 6% and 3 teachers indicated that their service cannot meet the above factor but only to a very low rate.

Regarding the third factor - that of Relationship with Supervisor - 5 teachers, that is 10%, felt that their service satisfies it to "a very high rate" while 17 - 34% - to just a “high rate.” 36% of teachers questioned - 18 persons - attributed the same factor the value of “enough rate” 16% and 8 teachers are poorly satisfied (low rate) while finally 4% - 2 participants - felt that their service can only meet Relationship with Supervisor factor to a very low rate.

In the forth factor - Interpersonal relationship with peers/colleagues - 8 respondents - 16% - attribute it the of value "very high degree," 22 and 44% the value of "high degree" and 12 teachers - 24% - the value "enough rate." Finally, 6 people - 12% - stated that school can only meet this factor to a low rate while only 2 - 4% - expressed to a very low rate.

Analyzing Relationship with subordinates factor, four teachers - 8% - felt that school fulfills it to a "very high rate," while 20 - 40% - to a "high rate." 28% of the participants - 14 teachers – attributed the above factor the value of “enough rate” and 9 - 18% - believe that their service can ensure the above factor to a “low rate.” Finally, 6% and 3 teachers indicated that their school meets Relationship with subordinates factor to a “very low rate.”

With regard to Job security factor three teachers - 6% - felt that their service satisfies this factor in a very high rate while 8 - 16% - to a high rate. 48% of the participants - 24 teachers - believe that job safety factor is ensured to a sufficient degree (enough rate), 20% - 10 people to a low rate while 10% and 5 teachers to a very low rate.

As far as the seventh factor is concerned - Working conditions - 2 respondents 4% stated that their service can meet their expectations to a “very high degree,” 11 and 22% to a “high degree” and 21 teachers - 42% - attributed the value of "enough rate." Finally, 11 people -

22% - declared that their school can only ensure the factor under study to a "low rate" while 5 - 10% to a "very low degree."

From the analysis of Financial remuneration factor, 4% of the participants - 2 teachers - believed that their service satisfies it to a "high rate," while 15 people - 30% - attributed the "enough rate" to it. 42% - 21 teachers - believed that the above factor is ensured to a low rate while 24% and 12 teachers to a very low rate. Interestingly enough none of the participants believed that their service meets the Financial remuneration factor to a very high degree.

As far as Social status/prestige factor is concerned, 11 respondents - 22% - attribute the value of high rate, 12 and 24% the value of "enough rate" and 23 teachers - 46% - the value "low rate." Finally, only 4 people - 8% - postulated that the above factor is poorly fulfilled (very low rate) while none of the teachers in the survey seemed to be convinced that their service can satisfy status and prestige factor to a very high rate.

In the last factor, Personal life, two respondents 4% attributed it the satisfaction value of "Very high rate," 13 and 26% the value of "Very high rate" and 20 teachers - 40% - stated that school can meet the above factor to an "enough rate." Finally, 11 people - 22% - declared that personal life factor is fulfilled to a low rate while four to a very low rate.

Analyzing the SPSS findings on table 5 we observe that standard deviations values are quite low and rang from 0,833 to 1,036 indicating that the majority of teachers participated in the survey focus on each factor around the value "enough rate." Mean ranges from 2,44 - attributed to Interpersonal relationship with peers factor - to 3,46 which is attributed to Company policy & administration with the only exception that of Financial remuneration (salary/wages) which is closely to "low rate." Studying mode, we observe that value "high rate" is attributed to 2 factors (Interpersonal relationship with peers - Relationship with subordinates), "low rate" to 3 (Company policy & administration - Financial remuneration - Social status / prestige). The majority of factors were thought to be met at a rather sufficient degree (enough rate). The same conclusion can be elicited if we look more thoroughly at median values. Six out of ten factors got value 3 (Supervision, Relationship with Supervisor, Interpersonal Relationship with subordinates, Job security, Working conditions, Personal life), three got value 4 (Company policy & administration, Financial remuneration, Social status/prestige) and only one got value 2 (Interpersonal relationship with peers, Relationship with subordinates).

As far as the extrinsic job conditions are concerned it is quite interesting to notify that participants feel getting the most fulfillment from their relationships with colleagues, peers or subordinates (mode - value 2). On the other hand administration sector along with financial rewards meet their expectations very little also having very little to contribute to their social status or prestige (mode 4). These statistical data indicate a kind of weakness from school and its policy part to support teachers to "make ends meet". Consequently, failure or partial fulfillment of hygiene - maintenance factors in extrinsic school environment seems to lead to a feeling of the dissatisfaction on the teacher's part.

Statistics – question 3										
	Company policy & administration	Supervision	Relationship with Supervisor	Interpersonal relationship with peers	Relationship with subordinates	Job security	Working conditions	Financial remuneration (salary/wages)	Social status / prestige	Personal life
N Valid	50	50	50	50	50	50	50	50	50	50
Missing	0	0	0	0	0	0	0	0	0	0
Mean	3,46	3,10	2,70	2,44	2,78	3,12	3,12	3,86	3,40	3,04
Median	4,00	3,00	3,00	2,00	3,00	3,00	3,00	4,00	4,00	3,00
Mode	4	3	3	2	2	3	3	4	4	3
Std. Deviation	,952	1,015	,995	1,033	1,036	1,003	1,003	,833	,926	,989

Table 5. Participants’ data statistical analysis of Hygiene - maintenance Factors fulfillment rate at school

Question 4 studied the second part of Frederick I. Herzberg’s theory at school which includes intrinsic job conditions, referred as motivation factors or motivators, and they are a source of satisfaction encouraging the employee to improve his/her work performance.

Question 4	50 participants				
	Very high rate	High rate	Enough rate	Low rate	Very low rate
Achievement	3 - 6%	11 - 22%	18 - 36%	12 - 24%	6 - 12%
Recognition	3 - 6%	13- 26%	18 - 36%	11- 22%	5 - 10%
Nature of work itself	1 - 2%	12 - 24%	25 - 50%	8 - 16%	4 - 8%
Responsibility	2 - 4%	21 - 42%	15- 30%	10 - 20%	2 - 4%
Progress	1 - 2%	14 - 28%	17 - 34%	13 - 26%	5 - 10%
Development-Advancement	1 - 2%	11 - 22%	14 - 28%	20 - 40%	4 - 8%

Table 6. Participants’ rate attribution to the satisfaction of intrinsic job conditions or motivators at school

Analyzing the first studied motivator - that of Achievement - 3 teachers (6%) considered it to be satisfied to a “very high rate” by their service while 11 persons - 22% - to a “high rate”. 36% of the people asked - 18 teachers - applied to this motivator the value of “enough rate” and 24% - 12 teachers - the value of “low rate”. Additionally, 6 participants - 12% - think that school can ensure achievement motivator only a little (very low rate).

Studying the results of Recognition factor 3 teachers - 6% - felt that their service satisfies this factor in a “very high rate” while 13 participants - 26% - to a “high rate”. 36% - 18 teachers -

attributed recognition the “enough rate” value and 22% - 11 people - stated that school seems to satisfy the above factor in a “low rate” while 5 teachers - 10% - in a “very low rate.”

Regarding Nature of work itself motivator 1 person questioned - 2% - applied to its satisfaction the value of "very high rate," 12 and 24% that of "high rate" and 25 teachers - 50% - the value of "enough rate." Finally, 8 people - 16% - are for the opinion that school satisfies nature of work itself motivator to a “low rate” while 4 of the participants - 8% - in the survey stated that their service cannot meet it but to rather a “very low rate.”

On the fourth motivator - Responsibility - 2 participants - 4% - state that its satisfaction reaches the value of "very high rate," 21 and 42% the value " high rate" and 15 teachers - 30% - the value "enough rate." Finally, 10 people - 20% - expressed the opinion that Responsibility is only satisfied to a “low rate” while 2 of the participants in the survey - 4% - feel that their service can meet their expectation for Responsibility to a “very low rate.”

As far as motivator Progress is concerned 1 teacher - 2% - considers that her service satisfies it to "very high rate" while 14 - 28% - to a “high rate”. 34% of the participants - 17 teachers - believe that school ensures progress to a sufficient degree “enough rate”, 26% and 13 teachers to a “low rate.” Finally, 10% and 5 teachers indicated that their service meets their progress expectations just very little (very low degree).

Regarding to factor of Development - Advancement one participant - 2% - believes that this factor is fully satisfied to a "very high rate" while 11 teachers - 22% - to a “high rate.” 14 participants - 28% - attribute this factor the value of "enough rate" and 20 people - 40% - expressed the opinion that their service can satisfy Development - Advancement factor to a “low rate.” Finally, 4 teachers - 8% - declared that this motivator is rather fulfilled to a “very low rate.”

		Statistics – question 4					
		Achievement	Recognition	Nature of work itself	Responsibility	Progress	Development advancement
N	Valid	50	50	50	50	50	50
	Missing	0	0	0	0	0	0
Mean		3,14	3,04	3,04	2,78	3,14	3,28
Median		3,00	3,00	3,00	3,00	3,00	3,00
Mode		3	3	3	2	3	4
Std. Deviation		1,088	1,068	,903	,954	1,010	,970

Table 7. Participants’ data statistical analysis of motivators rate at school

If we study table 7 more thoroughly alongside table 6 our questionnaire results indicate that the majority of the teachers asked focus on each factor around value "enough rate" as they attribute it to 4 out of six motivators. So mode is 3 - that is "enough rate" for Achievement, Recognition, Nature of work itself and Progress motivators. On the other hand, mode is 4 - "high rate" for Development advancement and 2 for Responsibility. Mean results also confirm our assertion above as it ranges around 3 "enough rate" for each motivation factor getting values from 2,78 concerning responsibility to 3,28 concerning Development advancement. The same is with median as the middle value is 3 "enough rate" to all motivators studied in this question. Studying standard deviation for each motivator we observe that it is small which means the values in our selected statistical data are close to the mean of them. Standard deviation ranges from 0,903 (Nature of work itself) to 1,088 (Achievement).

Therefore, as far as motivators are concerned in Frederick I. Herzberg's theory, participants demonstrate a relative inability on their service part to contribute to the satisfaction of these factors and thus lead to a kind of fulfillment of teachers' expectations around intrinsic job conditions. The more these motivators are satisfied the more improvement we can get in working - teaching performance concerning schoolroom and teaching processes.

4. Conclusion

The statistical analysis of our data collected from the participants' answers to this study gives us a clear image on some basic issues related to motivation and F. Herzberg's Motivation - Hygiene Theory in education in Greece. The study demonstrated that the teachers involved in it express from a moderate to a negative attitude - up 84% - as far as the potential of their service is concerned to deploy teachers as human resource and constitute itself a motivation and job satisfaction factor for personal or professional development. Parallel to the above finding almost half of the participants - 54% - believe that their service administration exhibits motivation elements towards teachers in school environment. However, it does not seem to be able to utilize these elements for the benefit of school work produced and the teacher himself/herself.

Focusing on Hygiene - maintenance Factors in Frederick I. Herzberg's theory we come to a conclusion that most of the teachers in this study focus on each factor around the value "enough rate." This means that the most of the factors seem to be partially fulfilled (enough rate). More precisely among the extrinsic job conditions participants feel receiving the most fulfillment from their relationships with colleagues, peers or subordinates. Studying administration sector along with financial rewards and social status or prestige teachers appear to be very little fulfilled. Summing up a kind of failure or partial fulfillment of hygiene - maintenance factors seem to reveal some weakness from school and its administration part to support teachers in extrinsic school environment thus causing dissatisfaction on the teacher's part.

Concerning intrinsic job conditions or satisfaction motivators our questionnaire results confirm that the teachers in their majority concentrate on each factor around value “enough rate.” It is obvious that there is a relative inefficiency on their administration part to satisfy these factors which can keep teacher satisfied as far as intrinsic job conditions are concerned. Increasing those satisfaction factors we can develop working - teaching performance concerning schoolroom and teaching processes.

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Appendix

Questionnaire

Name (optional)	
Telephone number (optional)	
Email (optional)	
SEX	<input type="checkbox"/> Man <input type="checkbox"/> Woman

Question 1	Very much	Enough	Little	Not at all
School contributes to your personal growth and professional development.				

Question 2	
Motivation is the set of management actions - incentives to induce or maintain employees' mood to behave in a certain way. Are there management motivation elements in your workplace?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Question 3	Very high rate	High rate	Enough rate	Low rate	Very low rate
To what extent do you think the following factors are fulfilled by your service in general and your school in particular so that they do not lead to dissatisfaction?					
Company policy & administration					
Supervision					
Relationship with Supervisor					
Interpersonal relationship with peers /colleagues					
Relationship with subordinates					
Job security					
Working conditions					
Financial remuneration (salary/wages)					
Social status / prestige					
Personal life					

Question 4	Very high rate	High rate	Enough rate	Low rate	Very low rate
To what extent do your service in general and your school in particular ensure the suitable conditions so that the following factors can lead to job satisfaction?					
Achievement					

Recognition					
Nature of work itself					
Responsibility					
Progress					
Development - Advancement					