

POSITIVE EMOTIONALITY EXPRESSION IN THE PRACTICE OF HIGH SCHOOL LECTURERS AND ITS RELATION TO STUDENT SATISFACTION WITH STUDIES

Viktorija Kukštienė
Klaipėda State College
Lithuania

Annotation

The article analyzes the high school lecturers' expression of positive emotions in the academic practice and its relation to student satisfaction with studies. The analysis of the research data found that there is a direct link between lecturers' positive emotions and student satisfaction with studies. Positive emotionality expression in the practice of lecturers occurs in different ways: in some cases, through the external aspects of the work (working conditions, salary, career and so on.), in other cases – through the internal aspects of the work (responsibility, independence, achievement and so on.). The main factors determining student satisfaction of studies are: motivation, relationships with lecturers and the cooperation with the group friends.

Key words: positive emotionality, high school, lecturer, expression, satisfaction with studies.

Introduction

Relevance of the topic. Knowledge of common human valuables and respect them, self-knowledge, adequate assessment of the own strength and a positive assessment of the achievements, self-esteem, self-confidence towards achieving the objectives dignity and purposeful, operating responsibly, appropriate choice of strategies to achieve the objectives and to overcome the difficulties etc. - it's just a few list of positive emotions factors facilitating long and complex studies in higher education. Therefore, it is important for a high school lecturer to provide proactive activities that encourage students to adequately assess their strength and to look positively to their achievements in the process of self-creation (Jatkauskienė, Andriekienė, 2013). Expression of positive emotionality is inseparable from:

- lifelong learning and the desire to better understand his own self (respect yourself, spirituality, humanity, positive self-esteem) (Ashkanasy et al., 2002);
- learning to understand others (tolerance, respect, understanding, acceptance and recognition of their value), prediction of the perspectives (consciousness, independence, openness, overcoming obstacles) (Cohen et al., 2006);
- learning to understand the justice (equality, honesty, peacefulness, responsibility, accountability, democracy), healthy lifestyle (Seligman, 2001).

The phenomenon of positive emotionality has interested not only psychologists, but also biologists, genetics, people in management, education and other scientists. This interest in positive emotionality may be explained by a wide range of positive emotions correlations of other phenomena: satisfaction of their activities, studies, and effectiveness (Avey et al., 2008), which proves the relevance of the chosen topic.

Study problem. Foreign countries have done a lot of research analyzing different areas of the character positive emotions and their interfaces with other phenomena. Some of the work has laid conceptual foundations of the positive and negative emotions (Bowling et al., 2008; Mahoney et al., 2002). Some authors have shown correlations with positive emotionality and job satisfaction (De Loach, 2003; Ladhari, 2005). M.E.P. Seligman (2001) positive emotionality associated with the learning optimism and so on. M. Smith (2009) studied the administration and academic staff satisfaction of promotion opportunities and working conditions.

There are not many Lithuanian authors who analyzed positive emotionality. Possibly could mention master's thesis of Berčiūnaitė D. (2007), and Šilinskas G. et al. (2004) study, in which questions of positive emotionality were analyzed indirectly. Recently, the concept and the phenomenon of positive emotionality analyzes Diržytė A. (2014). Andrašiūnienė M. et al. (2006) they studied motivation of the choice of study program and satisfaction with the studies. Bakanauskienė I. et al. (2010) conducted a satisfaction study with university groups. Pociūtė B. et al. (2012) studied the university lecturers and students satisfaction with work/studies. Rupšienė L. (2000) studied the unwillingness to learn. Kraniauskienė S. et al. (2011) analyzed the students' satisfaction with the quality of the study. Samašonok K. et al. (2010) investigated the reasons for the choice of study and satisfaction with studies. However, studies devoted to high school lecturers positivity expression, is not recorded. This presupposed **scientific**

problem – how positive emotionality are expressed in the work of high school lecturers and how it is related to student satisfaction with studies?

Study object – lecturers' positive emotionality expression.

Hypothesis. Positive emotionality expression increases lecturers' job satisfaction and effectiveness of performance, and thereby influences student satisfaction with studies.

The aim of the study – to reveal the expression of positive emotionality in the professional activities of university lecturers.

The main objectives of the study:

1. To establish factors of the expression of positive emotionality in the professional activities of university lecturers.
2. To reveal the expression of positive emotionality in the high school lecturers' practice, in conjunction with positive emotions and job satisfaction.
3. To explore the key variables of the positive emotionality expression and its interfaces with satisfaction with studies.

Methodology and organization of the study. The study was performed in two stages: at first stage was chosen a qualitative interview method, which enables to measure the direct link between lecturers' positive emotionality and students' satisfaction with studies. Interview questionnaires focused on the expression of positive emotionality in the professional activities of university lecturers and attitude to analyzing the interfaces of the satisfaction with studies. 10 randomly selected Klaipeda State College (KSC) and Klaipeda University (KU) 1-3 year bachelor-master's graduate students were interviewed, whose age range of 22-41 years. In the second stage has been selected quantitative questionnaire method, in which used these instruments: PANAS questionnaire (*Positive Affect and Negative Affect Schedule*) - lecturers and students of the positive and negative emotions assessment; Minnesota satisfaction questionnaire (*Minnesota Satisfaction Questionnaire*) - determination of lecturers' job satisfaction; an adapted Minnesota Job Satisfaction Questionnaire - to measure student satisfaction with studies. In the inquiry attended 447 informants, of which 224 -students, 223 - lecturers. Mykolas Romeris University was represented by 38.6 percent subjects, 61.4 percent subjects formed KSC. Since it is impossible to ensure one hundred percent reversibility, each questionnaire has its own number of informants. PANAS questionnaire interviewed 125 participants, of which 63 (50.4 percent) were lecturers, 62 (49.6 percent) - students. Minnesota satisfaction questionnaire estimated 77 lecturers, while satisfaction with studies - 67 students.

Methods. Theoretical review of scientific literature; analysis of documents; a survey in order to measure a positive emotionality of lecturers and students, lecturers' job satisfaction, student satisfaction with studies; interview, the purpose of which - to reveal the key variables of the expression of positive emotionality and satisfaction with studies interfaces; data processing with SPSS.

Novelty and practical significance. The novelty of this research project is the fact that this work revealed the expression of positive emotionality in the specific academic environment by combining it with other social phenomena, such as satisfaction with studies

Practical significance is expressed in the fact that empirical research could be useful in helping to consolidate real positive emotionality of lecturers in their professional activities.

The main features of high school lecturers' practice. Recently, more and more emphasis on the human education continued throughout a life - in the conditions of rapid scientific and technological progress absolutely necessary to regularly supplement existing knowledge; life also makes a person often rethink its approach to a variety of phenomena, rethink your values. According to the Lithuanian Minister of Education in 2011. 23 December. issued order (no. V-2538) high school lecturers main activities are: contact work with the students; non-contact work with the students; research and experimental development performance; publicity and popularization of academic activities; qualification improvement and organizational activities.

Often, lecturers and high schools one-sided perceive lecturer functions as simply lecturing, student counseling and scientific activities. However, it is obvious that in the present many lecturers spend time on organizing the study process itself, developing and updating programs of study, in cooperation with the social partners, in the preparation of monographs, textbooks, project applications and doing other activities at the University or outside (Jatkauskienė, Andriekienė, 2013).

It is said that "human activities carried out to meet his vocation, because only then he will feel the job satisfaction and self-satisfaction" (Adamonienė, Maknienė, 2001). The essence of vocational calling concept consists of individual self-awareness, knowing special requirements for particular profession and the perception of correct matching of these two factors, (Jurevičiūtė, 2004), which develops the ratio of professional activities, the ability to act purposefully and improve. Vocational disclosure and realization opens wider opportunities for fully personality growth, enhances the professional expression of fullness and significance

experience, increases the use of creative potential and improves performance quality, which leads to successful career (Toluitienė, 2012).

How does this relate to the lecturer positive emotionality? Directly, as if a lecturer has a vocation of their own work, the expression of positive emotionality will be stronger.

Positive emotionality relations to job satisfaction, satisfaction with studies.

P. Trivellas and D. Dargenidou (2009) argues that job satisfaction is an important factor in ensuring a high quality of education. From many studies done job satisfaction factors can be grouped into three main groups: 1) *factors related to the working environment*; 2) *factors related to the specific aspects of the work (microclimate, staff requirements, internal rules)*; 3) *factors associated with employees* (Kazakevičiūtė, 2010).

A. Jovarauskaitė and G. Toluitienė (2011) study shows that, according to importance of lecturers' job satisfaction factors that has influence to it can be arranged in a sequence: *psychological climate, working conditions, working relationships, cooperation, salary, opportunities for improvement, appreciation, self-realization opportunity, career opportunity, vocation, university reputation, participation in university activities*. The authors identified a vocation as a personality characteristic that affects lecturer job satisfaction, which promotes self-efficacy, which, in turn, strengthens the professional motivation.

Meanwhile, studies of student satisfaction with studies shows that the expression of positive emotionality in this case is slightly lower. Frequent investigation of study quality and satisfaction with studies is associated with a partial satisfaction in them. Same as lecturers' job satisfaction a lot of internal and external factors influence on students satisfaction with studies.

According L. Rupšienė (2000), satisfaction with studies is a part of the students' emotional satisfaction. When the needs met by an activity - creates positive feelings (joy, pleasure and so on), and these encourage human activity, self-confidence and activeness. If the person does not satisfy their emotional needs he has negative feelings (depending on the situation - fear, grief, dissatisfaction, and so on), and they inhibit an individual's activity, sometimes simply paralyzes his will, evoke resistance reactions and unwillingness to act (Kraniauskienė et al., 2011).

Results of the study.

An interview showed that positive lecturer in the eyes of students - is smiling, motivated, positive person, always in a good mood, person, who does his work with the passion, believe in what he does, trying to engage, motivate, include students in the ongoing activities. Such a lecturer evoke informants feel sympathy, trust and believe that "*such as lecturer and should be*". Otherwise, the information of lecturer remains inscrutable, uninteresting, and motiveless.

Lecturers' positive emotionality, in student opinion is expressed when dominates such personality features of lecturer as understanding, willingness to help, motivate, stimulate (Fig. 1). One informant said that his lecturer knowledge, the ability to attract the audience, to engage them receives feedback from students which are willing to attend lectures and invite others. In assessing this through the prism of positive emotionality, it can be said that the lecturer's expression of positive emotions in its activities, communication with students, directly decides the students' positivity.

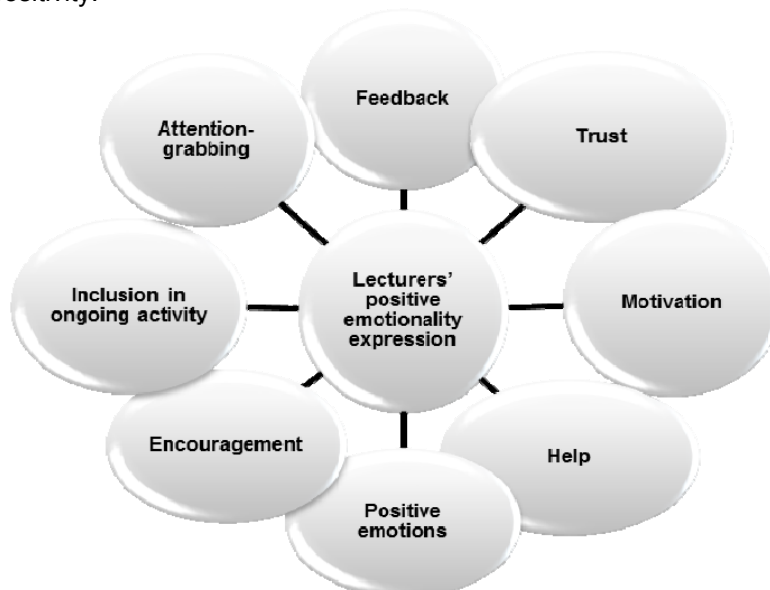


Fig. 1. Lecturers' positive emotionality expression factors in academic activities

Factors influencing their satisfaction with studies, they identified as following (Fig. 2): respect for the student, a warm learning environment, motivated, self-confident, competent lecturer, study materials, tools, good time of lectures, the financial aspect. In addition, mood of the student was mentioned as well, which in most student's view occupies an important place in the educational process and can be adjusted by the lecturer, who is positively inclined and competent. *"Without a competent lecturer any process is impossible, any high-quality study process. If a lecturer already lacking the competence, the ability to engage the student, and the student, no matter how positive is will not be able to change anything"*.

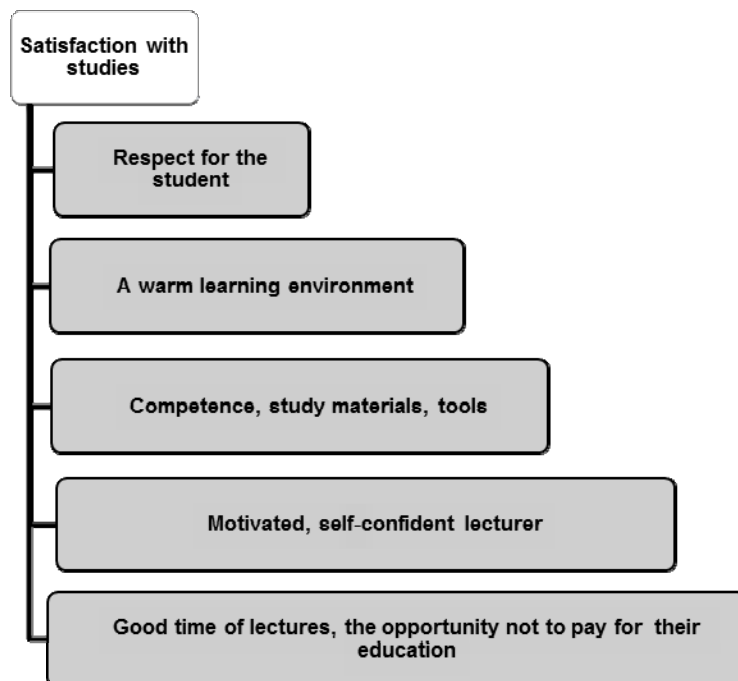


Fig. 2. Factors of satisfaction with studies

Students' relationship with lecturers and classmates is an important indicator of motivation and satisfaction with studies (Samašonok et al., 2010). Analysis of questionnaire showed that student satisfaction with studies is affected by the cooperation with classmates and relationships with lecturers (see Table 1). Based on the scale of correlation coefficient values, it can be said that the relationship with lecturers (0.622 - average correlation) more significant than the relationship with the classmates (0.419 - weak correlation). In addition, as Andrašiūnienė M. indicated, one of the main factors of satisfaction studies are relationships between students and lecturers and their study revealed that the vast majority of students are satisfied with studies and detailed the main factors leading to this satisfaction, - opening conditions for studies and corresponding the requirements of modern-day environment, positive relationships with lecturers and with friends of group.

Table 1

The main factors of satisfaction with studies

Overall satisfaction with studies	Cooperation with classmates		Relationships with lecturers		Motivation	
	Correlation coefficient	p	Correlation coefficient	p	Correlation coefficient	p
	0.419**	0.001	0.622**	0.001	0.690**	0.001

p<0.01

Motivation is an integral part of studies, without which it would be impossible to achieve high learning outcomes, to prepare for their chosen profession. Of course, not all students are equally motivated. Therefore, it was good idea to examine the mutual importance of satisfaction with studies and motivation. The data suggests that student satisfaction with studies strongly correlated with student's motivation (Table 1). Thus, the more motivated students, the more they are satisfied with their studies. The same result showed analysis of Kraniauskienė S. et al. (2011), which showed that students satisfaction with studies leads to student's motivation. It can be assumed that these students chose right profession, career-oriented, and responsive to market needs students.

Often the authors of studies on job satisfaction classifies results into groups of influencing factors. Such grouping is important to find the problem, which reduces the overall job satisfaction. At this point, attention was drawn to the Minnesota questionnaire internal and external factors of job satisfaction. The data is showing that high school lecturers are the most satisfied with immediate superior competence to make decisions and their behavior with inferiors, as confirmed by A. Jovarauskaitė and G. Tolutienė (2011), that "cooperation improves the quality of work and is an important factor affecting lecturer job satisfaction (Fig. 3). None the less important aspect of job satisfaction - the opportunity to grow professionally.

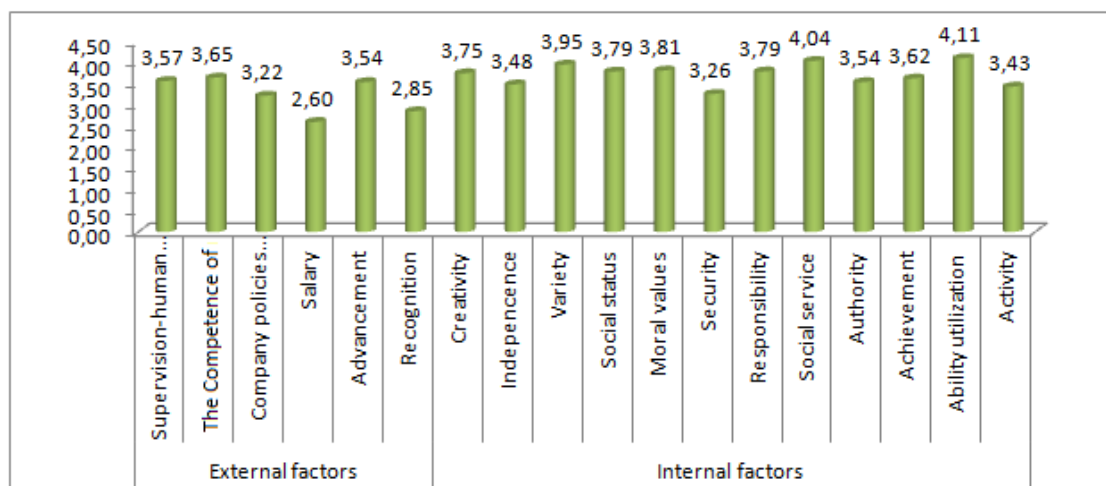


Fig. 3. Internal and external factors of job satisfaction

The most important inner factors of job satisfaction, which reflecting the higher level needs, such as respect, achievement, acceptance, responsibility and so on, are: the ability to perform tasks that expose the capabilities and competence; the opportunity to work in a job that provides benefits/joy to others; the opportunity to carry out different activities and to perform a various tasks; the possibility to carry out tasks which do not conflict with my beliefs, etc. Summarizing, it can be said that lecturers are satisfied with their work, carrying out activities when they are given opportunities to achieve their ambitions, do not limiting their freedom. Accomplished analysis of positive emotions, job satisfaction and satisfaction with studies showed that there are no significant differences between the groups - lecturers and students ($p > 0.05$) (Table 2). Attention should be concentrated to the obtained mean values of positive emotionality and satisfaction with activities: both positive emotions (28.63 and 28.68, where max = 50) and job satisfaction, satisfaction with studies (71.57 and 67.84, where max = 100) is quite high.

Table 2

Job satisfaction, satisfaction with studies and positive emotionality differences between groups

Rate		Mean (\pm SD)	Mean Rank	p
Satisfaction with activities (N=144)	Lecturers (N=77)	71.57 (\pm 9.726)	78.62	0.059
	Students (N=67)	67.84 (\pm 9.602)	65.46	
Positive emotionality (N=125)	Lecturers (N=63)	28.63 (\pm 3.695)	62.34	0.837
	Students (N=62)	28.68 (\pm 3.887)	63.67	

Conclusions

1. The analysis of theoretical study assumptions and empirical research confirmed the study hypothesis "positive emotionality expression increases lecturers' job satisfaction and effectiveness of performance, and thereby influences student satisfaction with studies".

2. Positive emotionality expression in the practice of lecturers occurs in different ways: in some cases, through the external aspects of the work (working conditions, salary, career, acceptance, management), in other cases - through the internal aspects of the work (responsibilities, job significance, and independence, application of skills and knowledge, achievements). Positive emotionality also inseparable from the lecturers and students a positive and competent communication, thanks to which enriched both communicating sides are encouraged to create and develop productive relationships with others. This communication teaches them self-improvement, also to learn, to help others and to seek help for themselves.

3. Accomplished qualitative research suggests that lecturers' positive emotionality in academic activities expresses by: positive emotions, understanding, motivation and believe in

the benefits of what they teach, student's active involvement in the work, stimulating to improve, to learn, to life-long education and desire to achieve better results. The analysis of the obtained data showed that positive emotionality of lecturers and student satisfaction with studies is direct interfaces. According to the informants, satisfaction with studies influencing factors such as respect for the student, a warm learning environment, self-confident and competent andragogic / lecturer are one of the lecturer's positive emotional factors. As a result, originate a better quality of the learning process, and together increases student satisfaction with this process.

4. A quantitative study suggests that lecturers' positive emotionality (mean = 28.63) directly leads to their job satisfaction. It was found that most lecturers satisfied with competence of the principal, his behavior with colleagues and inferiors as well as the opportunity to express their capabilities. Students' positive emotionality (mean = 28.68) expression caused by their satisfaction with studies, where the most important contribution carry out motivation ($r = 0.690$), relationship with lecturers ($r = 0.622$) and the cooperation with the friends of group ($r = 0.419$).

References

1. Adamonienė R, Maknienė I et al. *Profesinio ugdymo pagrindai*. Vilnius: Petro ofsetas; 2001.
2. Andrašūnienė M, Kulytė D, Urbonavičius R. *Studijų programos pasirinkimo motyvacija ir pasitenkinimas studijomis*; 2006. Cited [2014-06-05]. Available from: http://www.e-biblioteka.lt/resursai/Mokslai/VIKO/EIF_051118/Andrasiuniene_Kulyte_Urbonavicius.pdf
3. Ashkanasy NM, Härtel CEJ, Daus CS. *Diversity and Emotion: The New Frontiers in Organizational Behavior Research*. Journal of Management. 2002;28(3):307-338.
4. Avey JB, Wernsing TS, Luthans F. *Can Positive Employees Help Positive Organizational Change? Impact of Psychological Capital and Emotions on Relevant Attitudes and Behaviors*. The Journal of Applied Behavioral Science. 2008;44(1): 48-70.
5. Bakanauskienė I, Bendaravičienė R, Krikštolaitis R. *Pasitenkinimo darbu tyrimas universiteto darbuotojų grupių atveju*. Management theory and studies for rural business and infrastructure development. 2010;22 (3).
6. Berčiūnaitė D. *Pasitenkinimo darbu ir emocijų, patiriamu darbe, sąsajos*. Magistro diplominis darbas. Kaunas; 2007.
7. Bowling NA, Hendricks EA, Wagner SH. *Positive and Negative Affectivity and Facet Satisfaction: A Meta-analysis*. Journal of Business and Psychology. 2008;23:115-125.
8. Cohen S, Pressman SD. *Positive Affect and Health*. Current Directions in Psychological Science. 2006;15 (3):122-125.
9. DeLoach R. *Job satisfaction among hospice interdisciplinary team members*. American Journal of Hospice & Palliative Care. 2003;20(6):434-440.
10. Diržytė A. *Kas yra pozityvus emocijų? Cited [2014-04-24]. Available from: <http://www.vipinstitutas.lt/concrete/index.php/veiklos/psichologinis-konsultavimas/kas-yra-pozityvus-emociju/>*
11. Jatkauskienė B, Andriekienė RM. *Universiteto dėstytojų veiklos daugiafunkcionalumas profesionalizacijos kontekste. Klaipėdos universiteto atvejis*. Monografija. Klaipėda: KU leidykla; 2013.
12. Jovarauskaitė A, Tolutienė G. *Universiteto dėstytojų pasitenkinimui darbu įtakos turintys veiksniai*. Jaunųjų mokslininkų darbai. 2011;2(31):51-57.
13. Jurevičiūtė K. *Akademinių jaunimo profesinis pašaukimas: realusis ir idealusis modelis*. Acta Paedagogica Vilnensia. 2004;13.
14. Kazakevičiūtė I. *Pedagogijų pasitenkinimo darbu sąsajos su pozityviomis asmenybės charakteristikomis: viltimi, optimizmu, subjektyvia gerove ir saviveiksmingumu*. Magistro diplominis darbas. Kaunas; 2010.
15. Kraniauskienė S, Jonuševičienė J, Jakubauskienė V, Kavolius R. *Studentų pasitenkinimo studijų kokybe analizė: Klaipėdos valstybinės kolegijos atvejis*; 2011. Cited [2014-06-02]. Available from: [http://eif.viko.lt/uploads/file/eif_konf_2011/Visi_sudeti_rev1_2011_final_rev9\(STR11\).pdf](http://eif.viko.lt/uploads/file/eif_konf_2011/Visi_sudeti_rev1_2011_final_rev9(STR11).pdf)
16. Ladhari R. *Consumption emotions, satisfaction and word-of-mouth communications*. In Pons, F. (dir.). Proceedings of the Annual Conference of Administrative Sciences Association of Canada. Toronto. 2005;26:3:10-21.
17. *Lietuvos Respublikos Švietimo ir mokslo ministerijos įsakymas*. Valstybės žinios. 2011, Nr. V-2538 (2015-12-10).
18. Mahoney JL, Bergman LR. *Conceptual and methodological considerations in a developmental approach to the study of positive adaptation*. Applied Developmental Psychology. 2002;23:195-217.
19. Pociūtė B, Bulotaitė L, Bliumas R. *Universiteto dėstytojų pasitenkinimas darbu, darbo vertybės ir patiriamas darbe stresas*. Acta Paedagogica Vilnensia. 2012;28:37-48.

20. Rupšienė L. *Nenoras mokytis – socialinis pedagoginis reiškiny.* Klaipėda: Klaipėdos universiteto leidykla; 2000.
21. Samašonok K, Truncienė R, Kulytė D. *Studijų pasirinkimo motyvai ir pasitenkinimas studijomis.* Koleginių studijų patrauklumo stiprinimas: kolegijų veiklos 10-čio tarptautinė mokslinė praktinė konferencija, Vilniaus kolegija; 2010.
22. Seligman MEP. *Learned optimism.* 2-e edit. New York: Knopf; 2001.
23. Smith M. *Gender, Pay and Work satisfaction at a UK University.* Gender, Work and Organization. 2009;16 (5).
24. Šilinskas G, Žukauskienė R. *Subjektyvios gerovės išgyvenimas ir su juo susiję veiksniai vyrų imtyje.* Psichologija. 2004;30.
25. Tolutienė G. *Profesinio pašaukimo vaidmuo andragogo veikloje: teorinės ir empirinės paieškos.* Andragogika. 2012;1(3):178-190.
26. Trivellas P, Dargenidou D. *Leadership and service quality in higher education: The case of the Technological Educational Institute of Larissa.* International Journal of Quality and Service Sciences. 2009;1(3):294-310.

Received: 29 April 2016

Accepted: 24 November 2016