

Czech University of Life Sciences Prague

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Department of Management



Diploma Thesis

**Factors Influencing Satisfaction of Employees in
a Section of the Ministry of Education, Youth and Sports**

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DIPLOMA THESIS ASSIGNMENT

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Economics and Management

Thesis title

Factors Influencing Satisfaction of Employees in a Section of the Ministry of Education, Youth and Sports

Objectives of thesis

The main aims of the thesis are to determine satisfaction of employees, factors influencing satisfaction of employees in the Ministry of Education, Youth and Sports in the Czech Republic and to propose solution which leads to higher satisfaction of employees.

The following hypotheses will be tested:

H1: The level of satisfaction of employee satisfaction vary across departments

H2: The most important factor of satisfaction is the content of their work for employees

H3: The most important factor of satisfaction is the financial rewards for employees

H4: Employees are satisfied with interpersonal relationships with their colleagues.

Methodology

The literature review of diploma thesis dealt with theoretical knowledge in the field of satisfaction and factors influencing job satisfaction.

The methodology was based on study of primary sources obtained from qualitative and quantitative methods. The qualitative method was based on semi-standardized interview with ten employees to get in-depth view. The key questions were based on structure of questioner with seven areas – job description, organization of work, relationships at workplace, working conditions, organizational changes, career growth, remuneration and evaluation system. The quantitative method is represented by questionnaire survey distributed to all employees of Ministry of Education, Youth and Sports to gather data about perception of satisfaction of employees. The questionnaire includes 38 questions. Questionnaire was created by the author and sent to all employees via internal e-mail containing the link to it. The pilot survey was given out to the three employees to reaffirm the author that the questions are understandable. The hypotheses were analyzed by statistical program IBM SPSS.

The proposed extent of the thesis

Approx 60 – 70 pages

Keywords

Satisfaction, Employees, Motivation, Benefits, Factors of satisfaction, Workplace, Human resources

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WEIHRICH, H. a KOONTZ, H.; Management.; Translated by Václav Dolanský. Praha: East publishing, 1998. 659 s. ISBN 80-7219-014-8.

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Declaration

I declare that I have worked on my diploma thesis titled "Factors Influencing Satisfaction of Employees in a Section of the Ministry of Education, Youth and Sports" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 29. 3. 2018

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Factors Influencing Satisfaction of Employees in a Section of the Ministry of Education, Youth and Sports

Abstract

The diploma thesis is focused on the issue of factors influencing satisfaction of employees. The main objective of this thesis is to analyze satisfaction of employees in a particular organization and to identify potential sources of dissatisfaction. The ultimate goal is to propose possible measures which could eliminate shortcomings and increase the job satisfaction.

There are defined theoretical basis of job satisfaction, job satisfaction theories and factors influencing satisfaction of employees in the literature overview.

The practical part is focused on a section of Operational programmes in the Ministry of Education, Youth and Sport. It describes methods of collecting the data and characteristics of respondents and organization. Subsequently, there are analysis of results of survey and proposals of possible measures.

Keywords: Satisfaction, Employees, Motivation, Benefits, Factors of satisfaction, Workplace, Human resources

Faktory ovlivňující spokojenost zaměstnanců v sekci operačních programů na Ministerstvu školství, mládeže a tělovýchovy

Abstract

Diplomová práce je zaměřena na problematiku faktorů ovlivňujících spokojenost zaměstnanců. Hlavním cílem práce je provést analýzu spokojenosti v konkrétní organizaci a odhalit zdroje nespokojenosti. Dalším cílem je navrhnout možná řešení, která by mohla tyto nedostatky odstranit a následně zvýšit pracovní spokojenost zaměstnanců.

Teoretická část se zabývá vymezením pojmů pracovní spokojenosti, teorie pracovní spokojenosti a faktory ovlivňující spokojenost zaměstnance.

V praktické části byl popsán metodický postup, který byl použit k rozboru spokojenosti zaměstnanců. Popsána byla metoda získávání dat a postup jejího zpracování. Dále byla určena charakteristika respondentů a zkoumané organizace. Následuje analýza výsledků a návrh opatření.

Klíčová slova: Spokojenost, Zaměstnanec, Motivace, Benefity, Faktory spokojenosti, Pracoviště, HR

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1 Introduction

Satisfaction of employees is becoming a key factor of modern organizations. Most of the companies realize that human resources are the main factor of success. Job satisfaction significantly influences achievement of company's goals.

Factors influencing job satisfaction include salary, care of employees, relations in the workplace, working conditions, work organization, job description, education, financial and nonfinancial remuneration, working environment, communication and information sharing.

According to studies it is known that if the employee is not satisfied, it leads to decrease of performance, absenteeism or increase of fluctuation.

If the company maintains its employees in a long term, it acquires experts over time and they create strong personal assets. Managers should know that satisfied employees create successful company.

2 Objectives and Methodology

2.1 Objectives

The main aims of the thesis are to determine satisfaction of employees, factors influencing satisfaction of employees and to propose solution which leads to higher satisfaction of employees in a Section of the Ministry of Education, Youth and Sports in the Czech Republic.

The following hypotheses will be tested:

H1: The career progression is important for employee

H2: If the employee improved qualification, he/she would get a better position

H3: The level of salary corresponds to workload of employee

H4: The flexibility of working hours is important for employee

H5: The relationship in workplace is an important factor of satisfaction for employee

2.2 Methodology

The literature review of diploma thesis dealt with theoretical knowledge in the field of satisfaction and factors influencing job satisfaction.

The methodology was based on study of primary sources obtained from qualitative and quantitative methods. The qualitative method was based on interview with two employees to get in-depth view. The quantitative method was represented by questionnaire survey. It was distributed to all employees of EU Operational Programmes Section in the Ministry of Education, Youth and Sports to gather data about perception of satisfaction of employees. The questionnaire included 32 questions. Questionnaire was created by the author and sent to all employees via internal e-mail containing the link to it. The pilot survey was given out to the three employees to reaffirm the author that the questions were understandable. The hypotheses were analyzed by statistical program IBM SPSS.

3 Literature Review

3.1 Job satisfaction

Job satisfaction is a phenomenon that has been studied since the 1930s. From a general point of view, it is not appropriate to underestimate job satisfaction, as it can significantly affect work performance (from the employer's point of view) and it is also a reflection of the individual's total personal satisfaction. There are many definitions of the term satisfaction of employees. (Spector, 1997)

Job satisfaction can be divided into two groups

- Job satisfaction in the workplace - relation to working conditions
- Job satisfaction with the work itself - subjective satisfaction with assigned tasks and their fulfilment

Job satisfaction is a psychological category which expresses aspects of psychological equalization of employee with work, its features and characteristics. The society has moved from economically-oriented enterprises and management styles to the social aiming and satisfaction of employee. The development of society has brought changes in business and in the working environment in the last 20 years. The working life highly participates on overall quality of human being and it affects all of its area, imbalance. (Kuballa, 2007)

3.1.1 Characteristics of job satisfaction

The main characteristics of job satisfaction are stability and intensity.

- The stability of job satisfaction is perceived as a continuum that gains value from maximum stability to volatility.
- The intensity of job satisfaction refers to the strength or the measure to which the employee is satisfied or dissatisfied.

Job satisfaction is also specified into total job satisfaction and partial job satisfaction. Total job work satisfaction is based on evaluation of individual factors of job satisfaction which means that it is evaluated based on specific partial components of

work (colleagues, supervisors, content of work, working environment) and also from the evaluation of global view of the work itself and other related conditions. (Amstrong, 2011)

Division of job satisfaction:

- Partial job satisfaction x total job satisfaction
- Job satisfaction oriented to needs x job satisfaction oriented to encouragement
- Job satisfaction as a temporary situation x job satisfaction as a time-stable reaction
- Job satisfaction based on past x job satisfaction based on future (Johnson, 2014)

Job satisfaction as a job attitude

Job satisfaction is sometimes characterized based on job attitude. It points close connection between job satisfaction and positive attitude to the work. One of the basic work attitudes is described as job satisfaction and obligation to the company. Job satisfaction is characterized as evaluation of one's own work and feeling from the individual's job. It influences further motivation and it can lead to better performance. At the same time, it is one of the indicators of mental health and well-being. (Johnson, 2014)

The individual can take different attitudes towards his work. The attitude which is chosen by the individual in a given moment varies in emotions or opinions. (Levide, 1995)

There are three different views of job satisfaction:

1. Dispositional attribution, function of individual
Job satisfaction approaches personal characteristics based on genetically inherited disposition. The gained experience is given by stable positive or negative attitudes.
2. Social information processing
This approach considers importance of the influence of company's atmosphere, experience of individual and colleagues satisfaction. Job satisfaction attitude is formed based on summary of own experiences and evaluation of other colleagues in the workplace.
3. Cognitive model - procession of information about workplace and specific position

This approach says that job satisfaction is dependent on characterization of work and worker's expectation. (Spector, 1997)

3.1.2 Factors influencing job satisfaction

Job satisfaction of each employee is determined by factors, which are influenced by number of other circumstances. Every factor differs in influence of job satisfaction. It also differs in professions, daily activities, nations or values of the company. There are discussions based on mutual dependence of job satisfaction and different factors. The factor can be different criterion for every employee. (Kuballa, 2007)

There are two different factors:

- Inner - connection with personality of the employee (age, gender, education, characteristics, abilities, work experience)
- Outer - determinants influencing on employee, determinants are not dependant on employee (salary, job conditions, teams) (Johnson, 2014)

There are moderators and determinants of job satisfaction:

- 1) Moderators - job position, gender, age, personal and demographic factors, organizational level, full time and part time job, education
- 2) Determinants - job description, career progression, systems of evaluation, appreciation, general job conditions, relations with colleagues, relations with supervisor, rules of organization, personality structure and self-esteem. (Spector, 1997)

In order to reach a high level of job satisfaction there must be following working situation:

- Supporting mental performance
- Containing physical and mental needs of employee
- Inspiring feeling of success
- Enabling use and development of knowledge, skills and ability of employee
- Supporting responsibility and initiative
- Supporting self-development

- Receiving of recognition, respect for work performance and it leads to self-worth
- Rewarding and evaluation of individual work performance. (Weinert et al., 2004)

Determinants of job satisfaction:

- Aspects of job activity
- Participation in decision-making
- Leadership style
- Fairness of evaluation and rewards
- Salary (Weinert et al., 2004)

Satisfaction factors:

- 1) Salary and rewards - fairness in salary, the level of salary, rewards and other benefits.

It is important to mention that the salary is not always incentive in long-term. The employee takes for granted the level of salary and they expect other financial rewards. The important factor is financial remuneration in comparison with colleagues and competitive companies.

- 2) Relations in the workplace - relations with supervisors and colleagues

- 3) Working conditions - impacts affecting the health of employees

- 4) Work organization - clear organization and management, clear goal for employees, awareness, human resources, the way of leadership

The way of leadership influences satisfaction in the workplace.

- 5) Job description - diversity of job description, the level of authority and responsibility, utilization of own experiences, development of abilities, position in the organization, career progression

- 6) Sustainable workplace - job sustainability and possibility of career growth (Miner, 2005)

Dissatisfaction factors:

- Exaggerated workload
- Unclear goals
- Unclear situations
- Poor work relationships
- Time stress
- Poor work-life balance
- Job worries (Dell, 1989)

Job satisfaction as a function of personal dispositions

1) Genetic disposition

R. Arvey discovered that genetic might influences job satisfaction. The findings were based on the Minnesota Twin Family Study. It was a study determining the impact of genes and environment on psychological features of twins. (Levine, 1995)

The study was based on 34 pairs of identical twins who had been brought up separately. There should not be any significant correlation in job satisfaction between identical twins, (who were separated in early age, brought in different environment and subsequently worked different jobs) if the only result from job satisfaction is environmental factors. Therefore, if these twins display resembling level of job satisfaction, there should be at least considered genetic disposition as determining factor. (Levine, 1995)

The study revealed that genetic factors influence job satisfaction by 30 percent. The level of job satisfaction is more similar between genetically identical people having different jobs than between different people having the same job. (Levine, 1995)

However, this does not mean that there is a gene of job satisfaction. It is not possible to establish, which proportion of job satisfaction is the function of individual's disposition. (Levine, 1995)

2) Age

On the basis of some researches, job satisfaction tends to increase during the working life. The youngest people are the most dissatisfied. However, it can be influenced by following factors:

- Types of jobs (older people might have better job because they had more time for more changes to obtain the right job)
- Job position and social status (the higher level, the higher responsibility, salary, etc.)
- Expectations (expectations of older people go downwards over the years)
- Early retirement (dissatisfied older people go to early retirement, while satisfied older people stay in the work. it creates distorted image by cancelling out the dissatisfied segment) (Levine, 1995)

3) Gender

The differences are found among men and women in job satisfaction, but the results are clearly not in favor of any gender. The most important motivation factors are family security and appreciation for men, and social aspects, such as recognition, popularity with colleagues, good relations with superiors and suitable working time for women. (Furnham, 1992)

4) Marital status

The marital status evidences certain relation to job satisfaction. Marriage contributes to job satisfaction and on the other side there is higher fluctuation among single status. Nevertheless, the results vary in this area. (Dell, 1989)

5) Education

The education is not in direct relation to job satisfaction. The studies determined that there are statistically significant differences only between the lowest and the highest category of education. (Chapman et al., 2012)

6) Duration of employment

Duration of employment is a length of time spent in the workplace. It is supposed that an individual stays in one workplace because of satisfaction. There is higher possibility for adaptation over time. According to survey, the most dissatisfied employees are in a group of workers who are employed less than five years in the same workplace. The most critical time is the first two or three years in the company, it is related to adaptation of employee. Other factor affecting feelings of job satisfaction or dissatisfaction is length of experiences. (Levine, 1995)

7) Working position

The employees of higher professional background are more satisfied in work than members of lower socio-professional categories. (Dell, 1989)

8) Leadership style and supervisors

The supervisor is an important factor of job satisfaction. There is high importance of supervisor's skills, namely motivation of employees, the way of communication, feedback, evaluation, etc. (Branham, 2005)

The supervisor having humane leadership style is preferred, he cares about employees. If there is any problem in work process, the supervisor tries to find a solution how to solve it. Employees having this kind of leadership are more satisfied than the others. The democratic leadership correlates with satisfaction positively, but it correlates with job performance positively or negatively. The directive leadership is used for employees preferring financial rewards or public praise. (Branham, 2005)

There is an importance of clearly determined and understandable work role. If there is a good exchange of information between supervisor and employee, there is a higher level of job satisfaction. The level of job satisfaction increases if these employees have enough space for discussion with supervisor. The loyalty of supervisor is factor maintaining positive influence on job satisfaction. (Branham, 2005)

If the employee sees the supervisor in the good light, the employee is more opened to receive information from the supervisor. If the employee is opened, the supervisor

perceives him as trustworthy and committed. These employees become a privilege group. (Branham, 2005)

Organization of working hours

European Foundation for the Improvement of Living and Working Conditions developed analytic study which indicates correlation between job satisfaction and flexible working hours or between working and personal life, which is called work-life balance. The individual having higher flexible working hours and W-L balance attains higher value of job satisfaction. There is negative influence of overtime on value of job satisfaction. E.g. the study from Bulgaria described the following situation. If the working hours exceeded 45 hours a week, job satisfaction decreased. The study also determined that expected negative correlation with absolute working hours and satisfaction was not proved in every country. Danish and Portuguese employees spending more time in work are more satisfied than the employees with standard working hours. The same study determines that if the employee can manage his/her timetable of working hours, the satisfaction increases. (Amstrong, 2007)

3.2 Theories of job satisfaction

Job satisfaction theories are closely connected to the theories of motivation. Some theories are same for job satisfaction and motivation e.g. Herzberg theory, Maslow theory, Hackman and Oldham theory. (Amstrong, 2007)

Structure of job satisfaction theories

There are two types of job satisfaction, namely One-factor theory and Two-factor theory. One-factor theory is perceived as continuum, on the one side there is satisfaction, on the other side there is dissatisfaction. It is a phenomenon with extreme values. If the satisfaction decreases, the dissatisfaction increases. If the working conditions are good in the workplace, the employee is satisfied. If the working conditions get worse, the employee is dissatisfied. The example of one-factor theory is Maslow theory or Vroom theory. Two-factor theory perceives two types of factors which influences job satisfaction. (Branham, 2005)

Another division of job satisfaction:

- Content theory - these theories describes behavior based on needs, motives and values. Maslow theory and McClelland belong to these theories
- Cognitive theory - the way of behavior is selected based on rationalism according to attractiveness of goals and its fulfilment. Risk-taking model and Vroom expectancy theory belongs to this theory
- Goal-setting theory - the performance of task is related to goal setting. It helps employee to understand what it is needed to be done (Johnson, 2014)

3.2.1 One-factor theory

1) Maslow theory

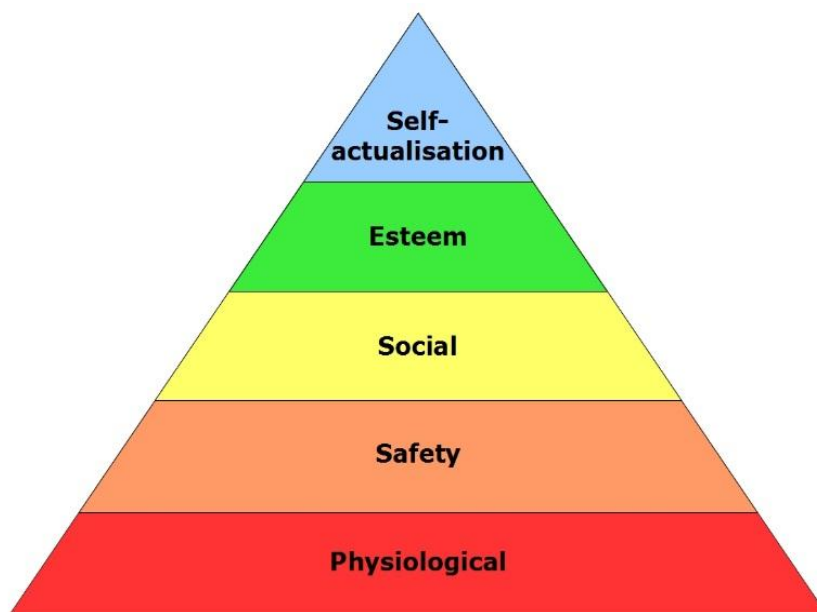
The Maslow theory is represented by Maslow's hierarchy of needs. It was defined by Abraham Harold Maslow in 1943. There are five fundamental needs - physiological needs, safety, love/belonging, esteem and self-actualization. The main motivation of a human is to satisfy the lowest level of the pyramid. The person moves up the scale of needs after satisfaction of previous level. (Dell, 1989)

Physiological needs - There are basic needs of our organism. It contains breathing, drink, food, sex and excretion. The balanced organism is called homeostasis. (Dell, 1989)

Safety - if the physiological needs are relatively satisfied, there is a need of safety. It is associated with predictability of situations in the world, order and consistency. People desire to have job security, insurance and protected bank account, protection against crime, financial security, health and a sense of well-being, assistance in case of an accident or illness. (Dell, 1989)

Love/belonging - there is a need of solidarity, friendship, relationship, support and communication in family, love and being loved. If this need is not fulfilled, there is a feeling of loneliness. The needs of belonging can exceed lower needs. E.g. the anorectics prefer fulfilment of belonging to physiological needs. They give up health in advantage of the feeling of solidarity. (Dell, 1989)

Figure No 1: Maslow's Hierarchy of Needs



Source: own work

2) McClelland's Human Motivation Theory

This theory was introduced during 1960's and it is based on Maslow's theory. There are three needs which are not innate. They must be learned through - culture,

age experiences. This theory helps managers to identify how to motivate individuals to perform better. (Cooper, 2000)

Three main motivations:

- Achievement motivation
- Affiliation motivation
- The power motivation

Achievement motivation - the individual set concrete goals and wants to reach them. The individual is challenging, self-motivated, prefers working alone or with other achievers, likes feedback to evaluate the progress. Individual works better if money is linked with achieved goal.

Affiliation motivation - the individual forms relationships. There is desire for friendly relations with others. The employee is a good team-member and cooperative very well.

The power motivation - the individual likes to control other people. There is an ability to influence others. These individuals are often managers. (Spector, 1997)

3) Vroom's expectancy motivation theory

This theory was published by American professor Victor Vroom in 1968. This theory is based on fact, that the motivation of individual affects his inner expectations in following three elements:

- Valence - attractiveness of reached goal
- Instrumentality - attainableness of reward
- Expectancy - practicability of reaching the objective

This means that the individual believes in the objective, possibility to achieve it and that it brings rewards. This theory does not concern only management in business, but it is applied in general behavior and motivation as well. (Levine, 1995)

3.2.2 Two-factor theory

Herzberg's motivators and Hygiene factors

The theory examines two factors, motivators and Hygiene factors.

Motivators are inner factors concerning job activities:

- Success
- Appreciation
- Responsibility
- Job growth

Hygiene factors are outer factors concerning to conditions of job activities:

- Business policy and legislation
- Controlling of the company
- Human resource management
- Working conditions
- Certainty
- Salary (Johnson, 2014)

Inner factors are prevention against dissatisfaction. If there are positive factors, the employee is not dissatisfied. If the factors are extremely positive, it does not mean that the employee is automatically satisfied. There must be positive stimulation of motivators to be satisfied. The saturation of these factors leads to satisfaction of employees and increases his motivation at work. (Wehrich et al., 1998)

The theory is also used during recruitment. The applicants are divided into groups, based on importance of Motivators and Hygiene factors. People from first group are motivated by working environment, unlike people from second group are motivated by working activities themselves. If applicants are not interested enough in work activities, they do not look for improvement, but for comfortable working environment, working time and good wages. The motivation towards the working activities is short-term and if the employer gets into troubles, these employees fail. (Wehrich et al., 1998)

3.2.3 Other theories

1) Risk-taking model

This model was published by J. W. Atkinson in 1957 and he examined for what purpose an individual decides. The individual chooses from a number of purposes of different level. This perceived difficulty in achieving the purposes shows the subjectively perceived probability of success. At the same time, the value of this intention shows feelings of achievement. The individual feels success when reaches the goal, on the other side the individual feels discomfiture when does not reach the goal. (Kuballa, 2007)

2) Goal setting theory

This theory was published by E. A. Locke and G. P. Latham in 1990. The theory determines that the high goals lead to high performance. It is important to consider the goal as important for employee and get feedback from supervisors. Subsequently job satisfaction depends on the level of salary if the employee considers it as important. The high job satisfaction results in increase of devotion to organization, which motivates to higher goals. Then the cycle repeats. J. C. Brunstein and G. W. Maier provided long-term study about new coming employees. If these employees feel obligated to fulfil goals, and there is a social support at the workplace and relevant working conditions to fulfil these goals, then there is a progress in reaching the goal and feeling better. (Miner, 2005)

3) Dynamic Model

This model was proposed by Bruggemann in 1974 and it takes into consideration dynamics of motivation and primarily the level of demands of individual. Job satisfaction is reached when there is none or infinitesimal difference between expected and real rewards, supposing the demands do not change. If the demands increase, the result is progressive satisfaction. The difference between expected and real rewards leads to diffused satisfaction. It can cause decrease of demands and it leads to resigned satisfaction. If the level of demands stays stable, the employee can change perception and appreciates the received rewards. In case of difference of expected and real rewards, the employee senses job dissatisfaction which can be constructive (attempt to solve it) or permanent (no attempt to solve it). In general, the resignation of satisfaction is more dangerous than constructive dissatisfaction for the company. (Amstrong, 2007)

4) Büssing model

The Bruggemann's model was explored by A. Büssing and it was broadened by another variable. There are four following variables of job satisfaction:

- The degree of consistency between the current work situation and the aspirations of the employee
- The degree of possibility of influencing the working situation
- The change of level of the aspiration
- Problem solving strategy (Cooper et al., 2000)

There are different types and forms of job satisfaction and dissatisfaction which were created by combination of these variables. If there is progressive satisfaction, an individual increases his demands and he is satisfied. Stabilizing satisfaction is characterized by effort to maintain the level of satisfaction, nevertheless there is not enough of job impulses. Pseudo satisfaction is satisfaction which is induced by decrease of own demands and misrepresentation of perception of the given situation. Resignation of satisfaction is characterized by an individual who remains dissatisfied but he decreases demands and remains dissatisfied because "there is nothing to do". The permanent dissatisfaction comes to pass when an individual does not try to do anything against dissatisfaction. (Cooper et al., 2000)

5) Job characteristics model

F. Herzberg pointed out to activities which are very important for satisfaction and motivation of employees in companies. The model was established by J. R. Hackman and G. R. Oldham. It describes factors of job activities which have the deciding impact on job satisfaction. (Chapman et al., 2012)

There are following three conditions which need to be complied to stimulate intrinsic motivation and to satisfy the employee.

- Job activity needs be perceived as significant
- Employee needs to have responsibility for the result of job activity
- Employee needs to know actual result of his job activity, mainly quality of his job activity (Amstrong, 2007)

The previous tree experiences are caused by five characteristics of the job activities:

- Variability of the activity

The job activity should include more activities, be multiform, have as many as possible of motor and intellectual skills.

- Complexity of the activity

Wholeness of activity is meant as measure of connection and mutual context of activities. There are methods used to better understanding of complexity and context of activity ex. job rotation, job enlargement or autonomous job group.

- Meaningfulness of the activity

It is a contribution of job task for life and job. The employee needs to know the meaning of his activity for the company.

- Autonomy of the activity

The employee should have a possibility to plan goals, job activities and to set up activities leading to goal by himself. On the other side there is responsibility of these decisions. The autonomy activity supports employee's self-esteem and leads to assuming the responsibility.

- Feedback of the activity

Quality and immediate feedback to employee enable uncovering of mistake in time and correct it. It also helps to define the distance between the actual situation and the target.

If these recommendations are followed, the employee is highly satisfied, feel intrinsic job motivation and there is increase of quality of employee's performance. There is a decrease of fluctuation and absenteeism. (Dell, 1989)

6) The theory of fairness

According to J. S. Adams it is an appraisal of fairness which leads to feeling of satisfaction or dissatisfaction. There are two main forms of fairness:

- Distributive fairness

It comes from the feeling of fairness or unfairness in the process of comparison of performance and rewards with other employees.

- Procedural fairness

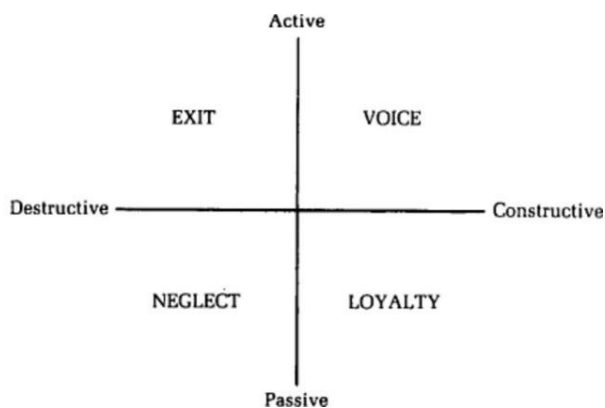
It is a perception of fairness concerning to personal methods in the company - remuneration, management, etc. (Furnham, 1992)

E. Lawler was also concerned with the theory of fairness. According to his theory, if there is sameness between ideal and real situation in the workplace, there is a feeling of satisfaction. If the ideal work environment differs from real environment, there is a feeling of dissatisfaction. (Furnham, 1992)

Consequences of job satisfaction and dissatisfaction

There are passive and destructive reactions to dissatisfaction. If the employee still trusts to company and stays optimistic, then he believes in improvement and tries to make the situation better. The dissatisfaction can be result of low performance, disciplinary problems, strikes, fluctuation, decreased work pace, thefts in the workplace, etc. Destructive ways of employee's behavior are manifested by protests, sabotage, irresponsible behavior and absenteeism. (Miner, 2005)

Figure No. 2: Typology of different reaction to job dissatisfaction



Source: own work

Consequences of job satisfaction:

- Satisfied employees meet the challenges
- Higher devotion to company
- Proactive behavior
- Spontaneously and innovatively participate on better environment
- Help to colleagues
- Protect the company
- Give innovative proposals
- Voluntary activities
- Productivity
- Job performance
- Life satisfaction
- Mental health
- Diminished mis-chances (Spector, 1997)

Consequences of job dissatisfaction:

- Absence
- Fluctuation
- Delay
- Many breaks
- Theft
- Aggression
- Doing personal stuff during working hours
- Taking drugs or drinking alcohol in the work
- Finding new job
- Job stress
- Poor overall morale
- Miss work
- Lack of productivity
- Lower motivation (Spector, 1997)

3.3 Measurement of job satisfaction

The most often used method to measure satisfaction is anonymous questionnaire. Supplementary methods are personal interview, analysis of documents (fluctuation, absences, accident rate, thefts, etc.), critical incident technique discovering of tendencies to act or focus group method. It is recommended to explore expectation of newcomers or to provide outgoing interviews. There is also a method of observation which can provide an important information. (Kuballa, 2007)

Nowadays, electronic questionnaire is the most used method how to analyze the job satisfaction. However, there are still companies using paper and pen. Electronic programs e.g. IBM SPSS make the survey easier, the received data are saved to the databases and it is possible to extract data into e.g. Excel easily and to provide calculations there or in any other statistical program. (Kuballa, 2007)

Questionnaire methods represent standardized techniques arranged into the thematic blocks focusing on different aspects of work activities. It analysis detailed relations of the employee and factors influencing satisfaction. Respondent expresses relations and intensity using scales. The most used methods are personal interviews and questionnaire which can be completed by observation. (Kuballa, 2007)

The questionnaire is perfect for big companies, it is fast and cheap way of collecting the information. There is a risk of quite low return of questionnaires. It can be prevented by creating the research room where the respondents come, fill in the questionnaire and throw it into the ballot box. Another issue is social desirability effect which means that the respondent formulates the answer by socially suitable way. (Kuballa, 2007)

The important precondition is to provide sufficient explanation to employees why the satisfaction is researched to get significant results. There are one-factor scale questionnaire and two-factor scale questionnaire. The one-factor scale questionnaire measures the level of satisfaction on the scale from satisfaction to dissatisfaction. The two-factor scale questionnaire measures satisfaction and dissatisfaction particularly. (Kuballa, 2007)

There are questionnaire methods which ensure total satisfaction and its partial characteristics. The respondent answers based on verbal, numeral or graphic scale, it is possible to combine it. The range of the scale varies. Open questions are often part of the questionnaire. (Spector, 1997)

The critical incident technique serves to obtain description of job incidents which bring satisfaction or dissatisfaction. Content analysis find out the aspects which lead to positive or negative attitudes. (Spector, 1997)

Interview is used to deeply find out causes of job satisfaction or dissatisfaction. Psychologists often use this method to analyze real causes, e.g. reason of redundancy. (Spector, 1997)

The methods of finding the tendencies to act mean that the respondent answers positively or negatively to various statements which are connected to job activities or to company. E.g. “If you get up, do you feel resistance to go to work?” or “When you are on holidays, do you think what happens in work?” (Spector, 1997)

Eight stable dimension of satisfaction questionnaire:

- Job activity (content, tasks, control, curiosity of job activities, possibility of success, variability of job activities)
- Supervise and leadership style (human relations)
- Promotion options (justice)
- Organization and organizational management (interest in employees)
- Colleagues (competence, willingness to help, friendliness)
- Job conditions (physical and psychical)
- Financial and non-financial remuneration of employees
- Appreciation (feedback, praise for well-done job) (Miner,2005)

3.3.1 Tests of measuring the job satisfaction

1) Personal analyze of employment

It contains seven areas:

- Personal data
- Work attitudes
- Identification for employment
- Subjective investments
- Human resources
- Salary
- Motivation

The positive of this questionnaire is that it is standardized on Czech population. The negative is that it is more than 30 years old and there are many changes in Czech environment. Nowadays, there is a concentration on self-realization, namely autonomy and diversity, co-ordination of working conditions and the way of job activities. There is stress on interesting activities, sufficient information and communication within the company. (Cooper, 2000)

2) Job descriptive index

It contains 72 statements, divided into 5 groups. The possible answers are yes, no, I do not know. The respondents evaluate individual statements, namely evaluation of employees, supervisors, leadership style, possible job growth, cooperation. They consider if the job is e.g. interesting or satisfying.

The validation of the questionnaire was realized in 21 companies. The questionnaire was also compared with other methods (Minnesota satisfaction questionnaire, General Motors Faces Scales, Brayfield-Rothe-Instruments, etc.) (Johnson, 2014)

3) Arbeits-beschreibungs-Bogen

The job satisfaction is explored based on different areas of job satisfaction, it contains total job satisfaction and total life satisfaction. Individual areas are described very well in the questionnaire. This introduction helps the respondent to understand

the actual meaning of questions. E.g. the area concerning colleagues, it is completed by explanation that the respondent should take in consideration only very close colleagues. It also explores satisfaction with supervisors, job activities, working conditions, self-actualization and evaluation. The satisfaction with working hours and certainty of job is measured by one question. Each area always ends with global question of satisfaction, there are seven face scale, there are four possibilities to answer for the rest of the questions and these are yes, rather yes, rather no, no. (Amstrong, 2011)

4) Need satisfaction questionnaire

L. W. Porter defined job satisfaction as difference between perceived reward and real reward. The questionnaire is based on Maslow theory, the need of autonomy is added and physiological needs are removed.

The questionnaire is based on questions which are considered from following three points of view:

- Currently available characteristics - perceived state of current satisfaction
- Expected characteristics - ideal expected satisfaction
- Importance of this characteristics in workplace - power of satisfaction, importance of satisfaction in workplace (Chapman et. Al., 2012)

5) Job General Scale

The questionnaire is formed by adjectives and short sentences, which are related to general job satisfaction. It does not focus on individual aspects. It is often used to compare different companies or professions. There are 18 questions and yes or no answers. (Amstrong, 2011)

6) Minnesota satisfaction questionnaire

It is a questionnaire measuring twenty factors of job satisfaction. There are five possible answers.

It is related to following factors:

- Ability utilization
- Achievement
- Activity

- Advancement
- Authority
- Company policies and practices
- Compensation
- Co-workers
- Creativity
- Independence
- Moral values
- Recognition
- Responsibility
- Security
- Social service
- Social status
- Supervision
- Supervision-technical
- Variety
- Working conditions (Amstrong, 2011)

7) Job satisfaction scale

This questionnaire is focused on job conditions e.g. shift work, workplace boredom, job security, certainty of job, measure of external control of work, etc. There are also questions concerning dissatisfaction in general e.g. personal problems, financial problems, health problems etc.

The following 10 factors which create job satisfaction:

- I get along with supervisors
- All my talents and skills are used
- I feel good about my job
- I receive recognition for a job well done
- I feel good about working at this company
- I feel close to the people at work
- I feel secure about my job

- I believe management is concerned about me
- On the whole, I believe work is good for my physical health
- My wages are good (Amstrong, 2011)

8) The Q12

The questionnaire Q12 was defined based on hundreds of “focus group” and interviews. There are twelve factors, these factors include expectations and if these expectations are realized, the job satisfaction is positively involved.

Questions of the questionnaire:

- 1) Do you know what is expected of you at work?
- 2) Do you have the materials and equipment to do your work right?
- 3) At work, do you have the opportunity to do what you do best every day?
- 4) In the last seven days, have you received recognition or praise for doing good work?
- 5) Does your supervisor, or someone at work, seem to care about you as a person?
- 6) Is there someone at work who encourages your development?
- 7) At work, do your opinions seem to count?
- 8) Does the mission/purpose of your company make you feel your job is important?
- 9) Are your associates committed to doing quality work?
- 10) Do you have a best friend at work?
- 11) In the last six months, has someone at work talked to you about your progress?
- 12) In the last year, have you had opportunities to learn and grow? (Kuballa, 2007)

The result of study divides employees into three following categories:

1) Engaged

These employees are interested in the company. They help the company to make profit, improve it and create innovation to reach improvement of the company.

2) Not-engaged

These employees do not work with passion.

3) Actively-disengaged

These employees are dissatisfied and they do it very clear, which leads to dissatisfaction of other employees. (Kuballa, 2007)

Other questionnaires and “ad hoc”

The specialists recommend to use specialize questionnaire for each company. There are many companies concerning on questionnaires of job satisfaction. The important rule is to observe methodological and psychometrical principles. There is usually pilot survey before distribution the questionnaire.

These questionnaires should not be difficult to understand and should not take much time to filling out. The administrator should know the purpose of the questionnaire and understand each question. It is important to inform the respondents about the reason of the questionnaire. There should be stress on anonymity. (Weihrich et. Al., 1998)

Critique of questionnaire

The job satisfaction is one of the most explored psychological areas of work. There is large discussion about measuring the job satisfaction, mainly about following reasons:

- Job satisfaction is subjective and relative state. Each person perceives the situation. The employees subjectively evaluate job satisfaction and at the same time there are different values of environment, work and total work situation.
- The existence of presented statements influences possibility of subjective evaluation and individual perception.
- The appraisal of job satisfaction requires cognitive performance from the employees. They have to consider experiences and other factors during the questionnaire.
- Effect of social suitability is described as an answer of respondents which is chosen based on general presumption that the people should be satisfied with their life and work.
- Stereotyped responses is in the situation if the respondent do not know recall any experience, than they answer in the common social stereotype.
- The instability of preferences of employees, difficulty to say what they really prefer.
- Respondents can be involved by any current emotional situation during filling out the questionnaire.
- The environment influences the answers of questionnaire. If the environment is nice and calm, the respondent's answers are more positive.

- The way of asking the respondents. There is an importance of order of global and partial questions.
- The answers are dependent on options. (Levide, 1995)

4 Practical Part

4.1 Characteristics of the organization

Name: The Ministry of Education, Youth and Sports of the Czech Republic - EU Operational Programmes Section

Logo:



EUROPEAN UNION
European Structural and Investment Funds
Operational Programme Research,
Development and Education



The Ministry of Education, Youth and Sports of the Czech Republic is the central state administration body for pre-school facilities, school facilities, primary schools, secondary schools and universities, science policy, research and development, state care of children, youth, physical education, sports, tourism and sports representation of the state. It is often abbreviated as the Ministry of Education. It is located in Harfa Office Park, Českomoravská 2420/15, Praha 9, 190 00.

4.1.1 History of the organization

Ministry of Education - Independent Czechoslovak Republic

The Czechoslovak Republic was established on 28th October 1918. The first legal norm was adopted by the Czechoslovak National Committee in the same day. According to the Act No. 2/1918 Coll. (2th November 1918) it was established the Office for the Administration of Education and National Public Education. Subsequently, it was renamed to Ministry of Education and National Public Education.

Definitively, the administration of education in the pre-Munich Czechoslovakia was regulated by Act No. 292/1920 Coll. (9th 1920). The state had the supreme authority for education, teaching and supervision of them. The Ministry took over all educational matters (exception of agricultural education) based on this act.

There were eight departments:

- I. department - National Education
- II. department - Secondary education
- III. department - Vocational education
- IV. department - University
- V. department - National Public Education (Science and Art, Folk, Education)
- VI. department - Ecclesiastical affairs
- VII. department - Legislative Affairs, Social Care for Students
- VIII. department - Cultural contacts with foreign countries

Ministry of Education - Nazi occupation (1939-1945)

After the declaration of the Protectorate of Bohemia and Moravia (15th March, 1939), the education matters were unconditionally subordinate to the German Empire. The Protectorate Ministry of Education and Public National Education became a tool for enforcing Nazi Germanisation and denationalization policies in Czech education, which aimed to gradual liquidation. The infamous representative of the collaboration with the Nazi regime, Emanuel Moravec was minister from 1942 until the end of the war. In January 1942, the Ministry of Education and National Education excluded the cultural and arts affairs that were first transferred to the newly created Office for Folk Education, later transformed into the Ministry of Public Education. Mr. Moravec was also head of this Ministry.

The substantial interference of the structure of education was the abolition of the provincial school councils in 1942. The Protectorate Ministry of Education and Public National Education took over supervision of schools.

At the same time of establishment of the Protectorate of Bohemia and Moravia, the Czechoslovak foreign exile was formed and led by President Edvard Beneš, which sought to revive Czechoslovakia in its pre-Munich frontiers. The Provisional Czechoslovak exile government in London, led by Msgr. Jan Šrámek, represented the continuity of the Czechoslovak state.

Ministry of Education (1945 - 1989)

The activity of the highest instance of school administration (Ministry of education and public education) was reinstated based on Constitutional Decree No. 1/1945 Coll.

The main changes of the competence of the Ministry of Education and Public Education took place after 1948, when the school policy was essentially determined by the resolutions and directives of the Communist Party of Czechoslovakia.

Ministry of Education after 1989

As a result of the fall of the communist regime, the Czech education system was transformed. On 13th December 1990, the Czech National Council adopted Act 564/1990 Coll., State Administration and Self-Government in Education. Pursuant to Section 2 of this Act, the municipality and school authorities exercised the self-government in education. By adopting this act, the teachers ceased to be employees of the Ministry of the Interior. The adoption of this law also had an impact on the organizational structure of the Ministry of Education. A new workplace was established in Moravia and Silesia, main office in Olomouc.

Twelve years later, in connection with the reform of the state administration, branch education was canceled by Act No. 284/2002 Coll. School administration passed to municipal and regional authorities.

Nowadays, the competence of the Ministry of Education is regulated by the Act No. 2/1969 Coll., establishment of Ministries and Other Central Authorities of the State Administration of the Czech Republic.

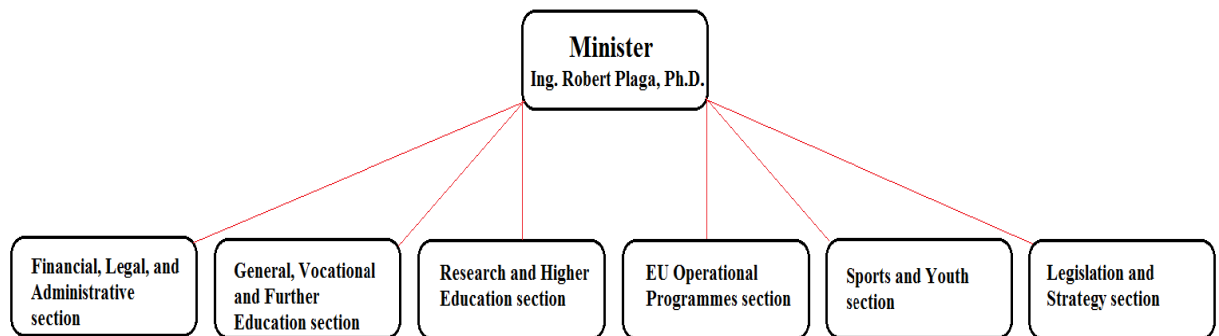
4.1.2 Structure

The Ministry is superordinated to the Czech School Inspectorate and a number of directly managed organizations (Foreign Cooperation House, CERMAT, National Institute for Education, National Institute for Further Education). The Ministry of Education, Youth and Sports is established by Act No. 2/1969 Coll.

There are six following sections among the Ministry:

- Financial, Legal, and Administrative section
- General, Vocational and Further Education section
- Research and Higher Education section
- EU Operational Programmes section
- Sports and Youth section
- Legislation and Strategy section

Figure No 3: Structure of the Ministry of Education, Youth and Sports



Source: Own work

4.1.3 EU Operational Programmes section

The EU Operational Programmes section is one of six sections of the Ministry of Education, Youth and Sports. It administrates the Operational Programmes from Structural and Investment Funds. At the present time, there is operational programme called Research, Development and Education (OP VVV - Výzkum, Vývoj, Vzdělání). The Deputy Minister for EU Operational Programmes section is PhDr. Mgr. Václav Velčovský, Ph.D.

Operational Programme Research, Development and Education (OP RDE)

Operational programme Research, Development and Education is a several years thematic program under the authority of the Ministry of Education, Youth and Sports, in which it is possible to draw funds from the European Structural Funds and Investment Funds (ESIF) in the programming period 2014 - 2020.

Aim of the Operational Programme Research, Development and Education (OP RDE)

The aim of the OP RDE is to make a contribution to the economy shift based on:

- Educated, motivated and creative workforce
- Production of quality research results and their use to increase the competitiveness of the Czech Republic.

Specialization of the Operational Programme Research, Development and Education (OP RDE)

- The OP RDE focuses on improving the quality of education, ensuring conditions for quality research, interconnection of education and research with the labor market and strengthening the principle of equal access to education.
- The OP RDE reduces risk of young people's failure in education, which will have a significant impact on the quality of their lives and success in the labor market.
- The OP RDE supports the improvement of quality and efficiency of education and training, equity, social cohesion and active citizenship, improving creativity and innovativeness, and developing entrepreneurial abilities at all levels of education and training.

OP RDE in details

The key principle of OP RDE is the development of human resources for the knowledge economy in a socially cohesive society. It is a support for quality research, for which a skilled workforce is a key input factor. Educational interventions will be supported by system changes aimed at improving the education system of the Czech Republic. The areas of OP RDE interventions therefore include:

- 1) Support of equality and quality in education
- 2) Development of competencies in labor market
- 3) Strengthen capacities for quality research and its contribution to society.

Priority axes of OP RDE

PO1: Capacity building in research (European regional development fund)

It is focused on achieving the top level of Czech research, improving cooperation in research, improving the quality of infrastructure conditions for the preparation of future researchers.

PO2: Development of Universities and Human Resources for Research and Development ((European regional development fund/European Social Fund)

It is focused on following aims:

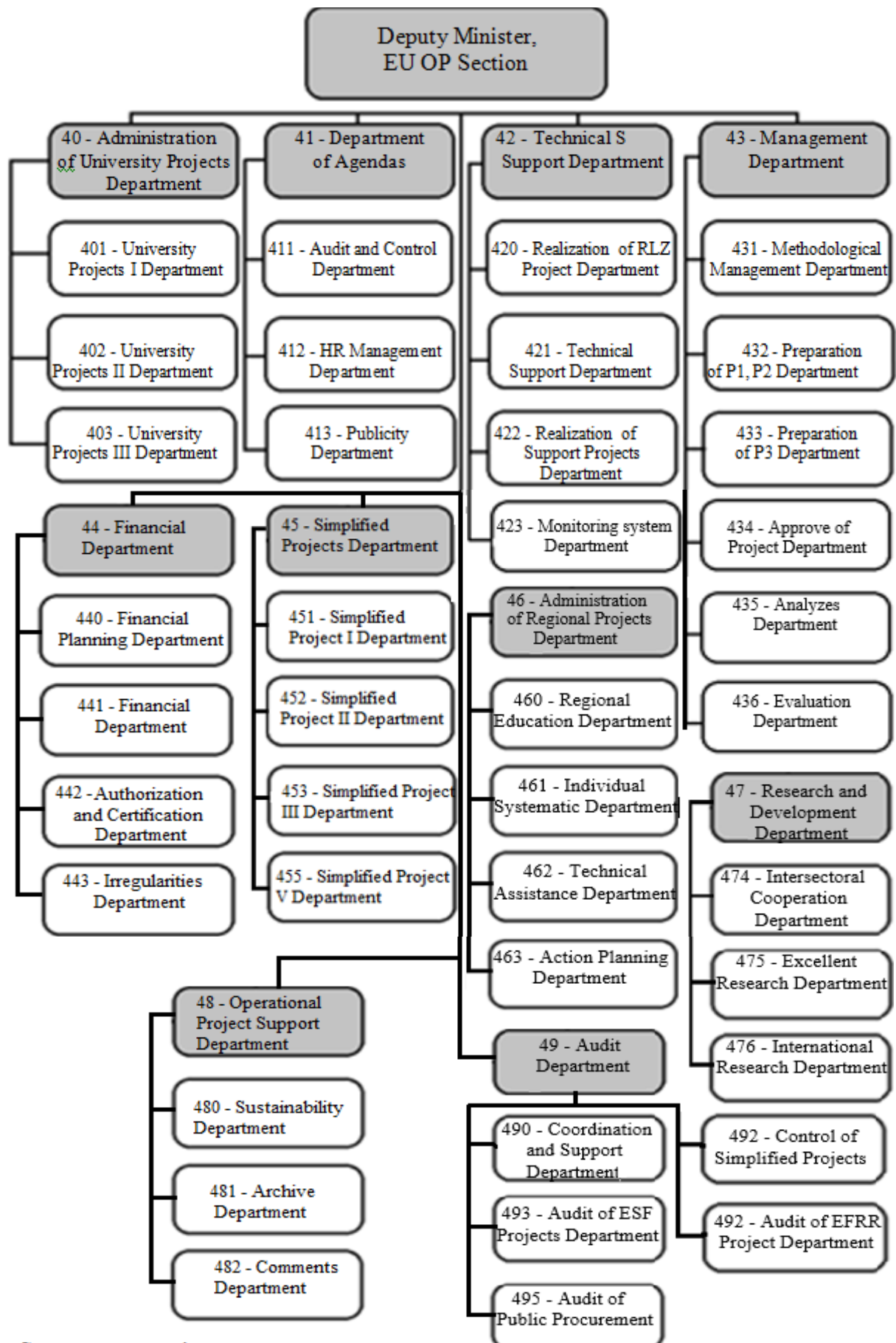
- Improving and openness of education at universities together with improving the strategic management
- Development of human resources for research and development, including the support of teaching related to research
- Improving the infrastructure conditions for improving the quality and openness of education at universities.

PO3: Equal access to quality pre-primary, primary and secondary education (European Social Fund)

It is focused on following aims:

- Education for the social integration of children with special educational needs
- Improving the quality of pre-school education, including facilitation of the transition of children to elementary schools
- Improving the quality of education and learning outcomes and achievement in key competencies
- Developing strategic management and quality assessment in education
- Improving the quality of training for future and new pedagogical staff,
- Improving the quality of education and training, including enhancing their relevance to the labor market.

Figure No 4: Structure of the Ministry of Education, Youth and Sports - EU Operational Programmes section



Source: own work

4.1.4 Fund of Cultural and Social Services (FKSP)

Fund of Cultural and Social Services is a fund which is compulsorily created by organizational units of the state, state contributory organizations and territorial self-governing units. The basic allocation consisting of the Fund is 2% of the annual cost of salaries. FKSP ensures cultural and social needs for employees.

It can be used for:

- Loans for residential purposes
- Alimentation
- Holidays and recreations
- Culture, education and sport
- Social assistance and social loans
- Pension insurance
- Donation

4.1.5 Benefits provided by the Ministry of Education

The Ministry of Education, Youth and Sports provides benefits to make employees smoother in the work and also in personal life.

- **Working hours**

There is a flextime with a core period (Monday - Thursday: 9 a.m. - 3p.m., Friday: 9 a.m. - 2 p.m.)

- **Sick days**

All employees are entitled to take 5 sick days due to health issues.

- **Contribution for Pension Insurance**

Employees are entitled to a contribution for pension insurance up to the amount 800 CZK per month after 6 months of employment.

- **Leave of absence**

Employees are entitled to a 5-week vacation per year.

- **Cafeteria system**

The Ministry of Education, Youth and Sports allows its employees to draw up 4,000 CZK from the Cultural and Social Fund through the Cafeteria system.

- **Meal voucher**

Employees are entitled to voucher in the value of 90 CZK after 3 hours spent in the workplace. The employees contribute 20 CZK out of 90 CZK.

- **Kindergarten**

The Ministry has set up corporate kindergarten for its employees.

- **Camp**

The Ministry organizes summer and autumn camps for the children of its employees with a significant financial advantage.

- **Contribution to stay in the center Richtrový Boudy**

Employees are entitled to an accommodation allowance in the amount of CZK 200 for themselves and for their family members for one day and up to 7 days a year.

- **Social support**

In extremely serious cases, the Ministry provides a loan up to CZK 30,000.

- **Remuneration for anniversaries**

Ministry rewards employees at life anniversaries.

- **Loans for household purposes**

The Ministry provides loan to its employees for residential purposes up to CZK 50,000.

- **Leave of absence to individual study purposes**

State employees are entitled to 6 days of leave per year for individual study purposes.

- **Accommodation possibility**

The Ministry provides an accommodation to its employees with permanent residence outside Prague.

- **Medical services**

Employees can use services of Comfort Care, a.s.

4.1.6 Questionnaire

Questionnaire (Appendix 1) contains 31 closed questions and one opened questions.

There are also questions which include age and gender. The questionnaire was distributed to all employees (415) and 200 of them were returned back. Questionnaire was filled by 132 (66%) females and 68 (34%) males.

Table No 1: Distribution of respondents according to gender

Gender	Number	%
Female	132	66
Male	68	34
Total	200	100

Resource: Author's questionnaire

Table No 2: Distribution of respondents according to age

Age	Number	%
18 – 30	66	33
31 – 45	100	50
46 – 55	22	11
56 or more	12	6
Total	200	100

Resource: Author's questionnaire

Table No 3: Results of the questionnaire I. part

No.	Statement	Critical		Important		Minor Importance		Not important	
		NOE	%	NOE	%	NOE	%	NOE	%
1	Job security	112	56	84	42	4	2	0	0
2	Fair financial rewards	106	53	92	46	2	1	0	0
3	Career progression	20	10	104	52	64	32	12	6
4	Content of work	92	46	106	53	2	1	0	0
5	Flexible working hours	90	45	102	51	8	4	0	0
6	Good relationship with your co-workers	144	72	56	28	0	0	0	0
7	Good relationship with your supervisors	124	62	74	37	2	1	0	0
8	Pleasant working environment	86	43	100	50	14	7	0	0
9	Plenty of benefits	16	8	138	69	44	22	2	1

Resource: Author's questionnaire

Table No 4: Results of the questionnaire II. part

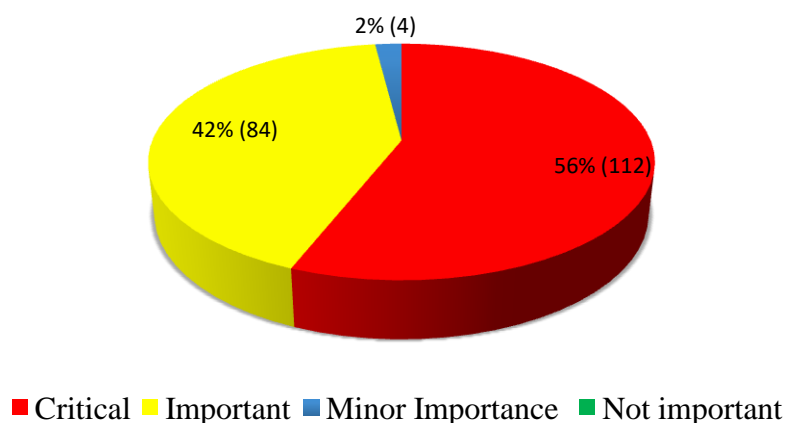
No.	Statement	Critical		Important		Minor Importance		Not important	
		NOE	%	NOE	%	NOE	%	NOE	%
10	There is a friendly environment in the department I belong to	114	57	80	40	6	3	0	0
11	I can rely on my coworkers	30	15	122	61	44	22	4	2
12	My coworkers motivate me to be more productive	48	24	126	63	24	12	2	1
13	I am satisfied how the team cooperates	52	26	106	53	38	19	4	2
14	The working environment is pleasant - temperature, noise, light	38	19	116	58	34	17	12	6
15	I work in the working environment which allows me to concentrate on my job.	36	18	128	64	32	16	4	2
16	I am given all the conditions to improve my work performance	20	10	118	59	58	29	4	2
17	My job responsibilities are organized in order to be managed in the working time	42	21	110	55	40	20	8	4
18	The responsibility and competence are clearly defined	36	18	118	59	46	23	0	0
19	I am well informed about the upcoming changes in operating	16	8	120	60	60	30	4	2
20	There is always enough time to adapt to changes	20	10	88	44	90	45	2	1
21	I am willing to accept new operating procedures	60	30	140	70	0	0	0	0
22	The supervisor is focused on working development and utilization of subordinate's potential	38	19	134	67	24	12	4	2

No.	Statement	Critical		Important		Minor Importance		Not important	
		NOE	%	NOE	%	NOE	%	NOE	%
23	My current job position allows me to develop my expertise	34	17	128	64	36	18	2	1
24	If I improved my qualification, I would get a better position	20	10	50	25	120	60	10	5
25	The current situation permits career advancement	10	5	70	35	112	56	8	4
26	The level of my salary corresponds to my workload	42	21	126	63	28	14	4	2
27	I am satisfied with the level of my salary	44	22	134	67	22	11	0	0
28	I think that my financial rewards are on the same level or higher than my colleagues' financial rewards	24	12	114	57	58	29	4	2
29	I am appreciated by the supervisor	58	29	120	60	20	10	2	1
30	If necessary, my supervisor provides expert advice	82	41	94	47	20	10	4	2
31	I am sufficiently praised	44	22	116	58	30	15	10	5

Resource: Author's questionnaire

Question No. 1: How important is a job security to be satisfied at workplace for you?

Figure No 5: Importance of job security to be satisfied at workplace

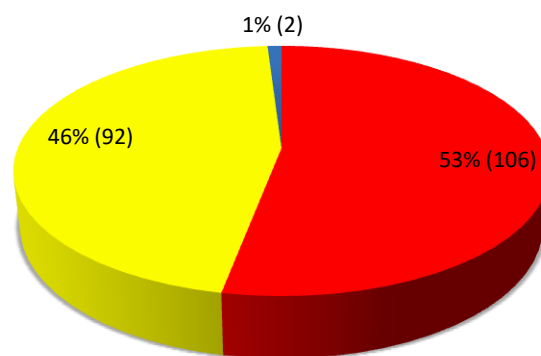


Source: own work

The first question asks how important the job security is for the employee to be satisfied at workplace. There are 56 % of employees who find the job security as critical to be satisfied at workplace, 42 % find it important, 2 % find it as minor importance, non of employees find it as not important.

Question No. 2: How important are a fair financial rewards for you to be satisfied at workplace?

Figure No 6: Importance of fair financial rewards to be satisfied at workplace



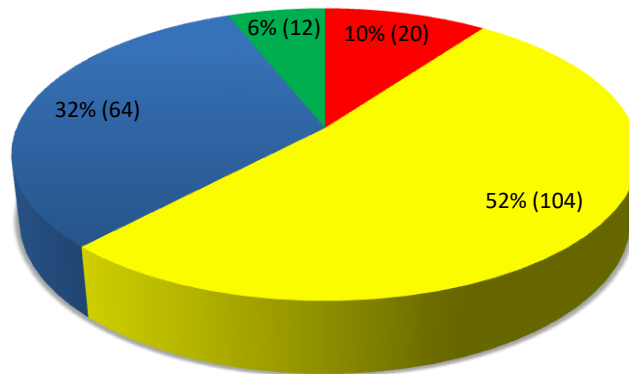
■ Critical ■ Important ■ Minor Importance ■ Not important

Source: own work

The second question is based on fair financial rewards and its importance to be satisfied at workplace. There are 53 % of employees who answered that it is critical for them to be fairly rewarded, 46 % answered that it is important and 1 % of employees answered that it is a minor important, no employee finds it unimportant.

Question No. 3: How important is a career progression for you to be satisfied at workplace?

Figure No 7: Importance of a career progression to be satisfied at workplace

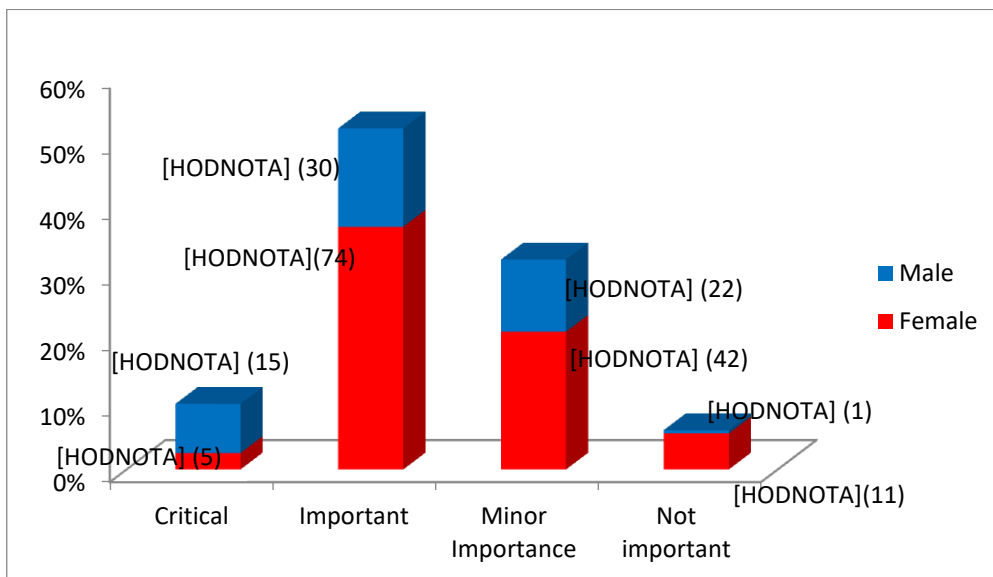


■ Critical ■ Important ■ Minor Importance ■ Not important

Source: own work

The third question describes how the career progression is important for the employee. There are 52 % who finds it important, 32 % finds it as minor importance, 10 % of employees find it critical and 6 % finds it as not important.

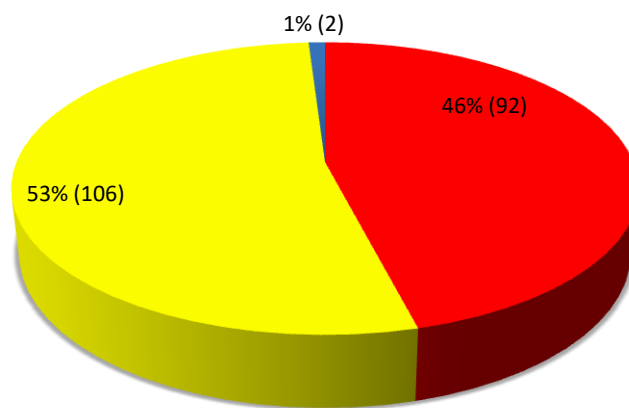
Figure No 8: Importance of a career progression according to gender



This graph represents importance of a career progression according to gender. There are 3 % of female and 8 % of male who absolutely agree with the statement, 37 % of female and 15 % of male agree, 21 % of female and 11 % of male disagree and 6 % of female and 1 % of male strongly disagree.

Question No. 4: How important is a content of work for you to be satisfied at workplace?

Figure No 9: Importance of a content of work to be satisfied at workplace



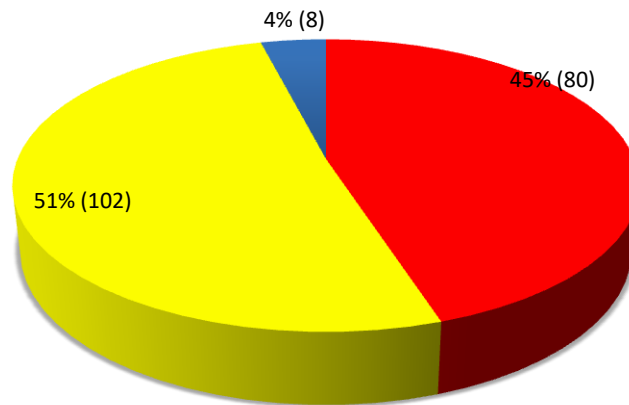
■ Critical ■ Important ■ Minor Importance ■ Not important

Source: own work

Fourth question is about importance of a content of work to be satisfied at workplace. There are 53 % of employees who find it important, 46 % finds it critical, 1 % finds it as minor importance, no employee finds it unimportant.

Question No 5: How important are flexible working hours for you to be satisfied at workplace?

Figure No 10: Importance of flexible working hours to be satisfied at workplace



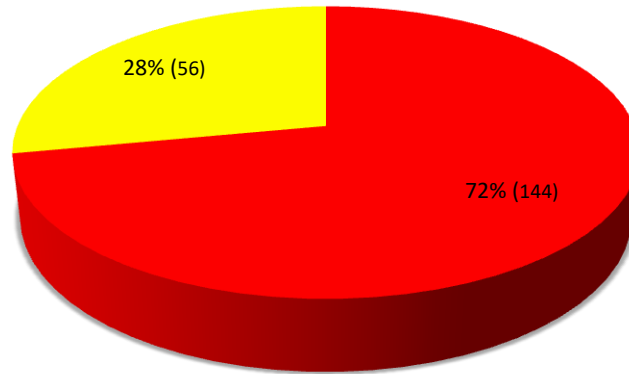
■ Critical ■ Important ■ Minor Importance ■ Not important

Source: own work

The fifth graph represents importance of flexible working hours to be satisfied at workplace. There are 51 % of employees who find it important, 45 % find it critical and 4 % find it as minor importance.

Question No 6: How important is good relationship with your co-workers for you to be satisfied at workplace?

Figure No 11: Importance of good relationship with your co-workers to be satisfied at workplace



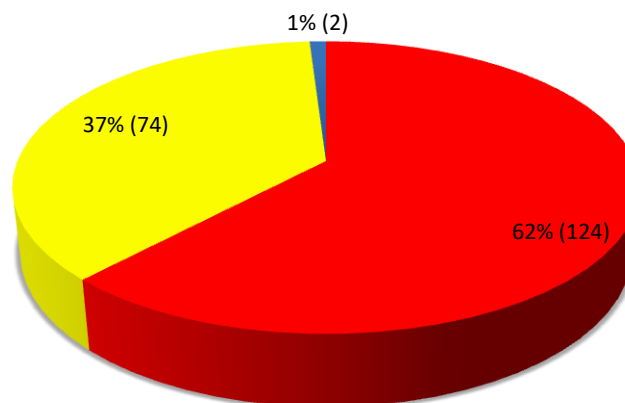
■ Critical ■ Important ■ Minor Importance ■ Not important

Source: own work

Sixth question concerns with importance of good relationship with co-workers to be satisfied at workplace. There are 72 % of employees who find it critical and 28 % who find it important.

Question No. 7: How important is good relationship with your supervisors for you to be satisfied at workplace?

Figure No 12: Importance of good relationship with your supervisors to be satisfied at workplace



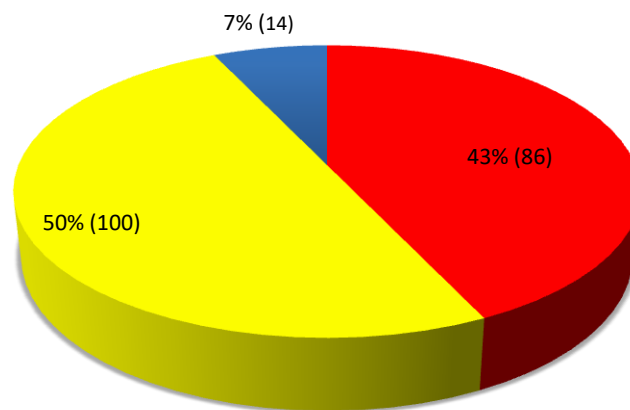
■ Critical ■ Important ■ Minor Importance ■ Not important

Source: own work

This question concerns with the relationship with supervisors. There are 62 % of respondents who find relationship with their supervisors as critical, 37% find it important and 1 % find it as minor importance.

Question No. 8: How important is pleasant working environment for you to be satisfied at workplace?

Figure No 13: Importance of pleasant working environment to be satisfied at workplace



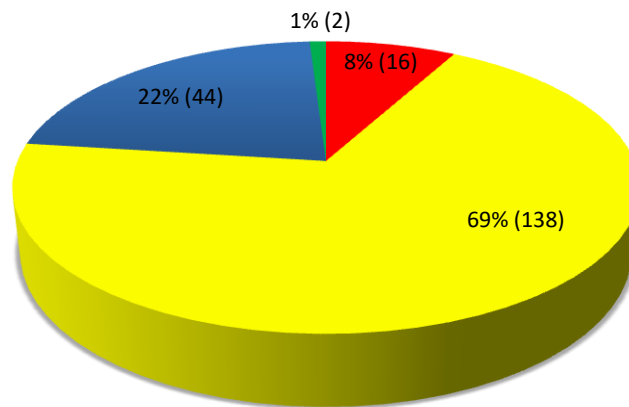
■ Critical ■ Important ■ Minor Importance ■ Not important

Source: own work

This graph represents importance of pleasant working environment to be satisfied at workplace. There are 50 % of respondents who find this factor important, 43% find it critical and 7 % find it as minor importance.

Question No 9: How important are plenty of benefits for you to be satisfied at workplace?

Figure No 14: Importance of plenty of benefits to be satisfied at workplace



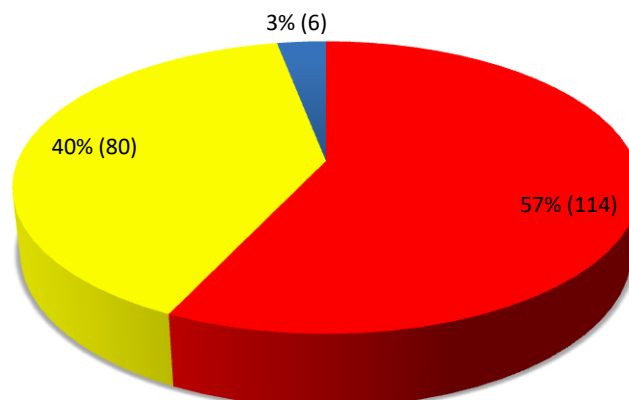
■ Critical ■ Important ■ Minor Importance ■ Not important

Source: own work

This graph represents if plenty of benefits is important to satisfy employees. There are 69 % of respondents who find this factor important, 22 % find it minor importance, 8 % find it critical and 1 find it unimportant.

Question No 10: Is there a friendly environment in the department you belong to?

Figure No 15: Friendly environment in the department



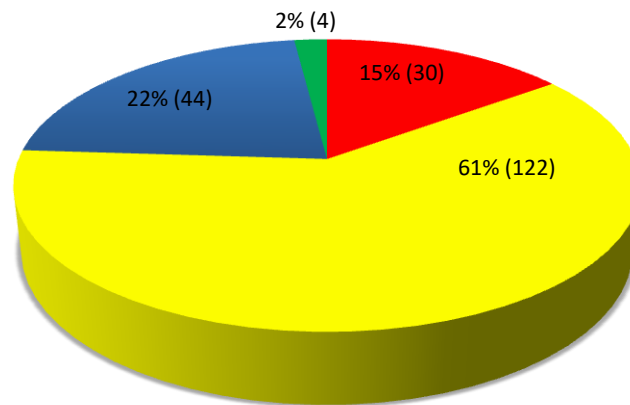
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This question concerns with environment of the department in which the employee belongs to. There are 57 % of respondents who absolutely agree with the statement that there are friendly environment. 40 % agree with the statement and 3 % of disagree.

Question No. 11: Do your coworkers motivate you to be more productive?

Figure No 16: Coworkers motivate to be more productive



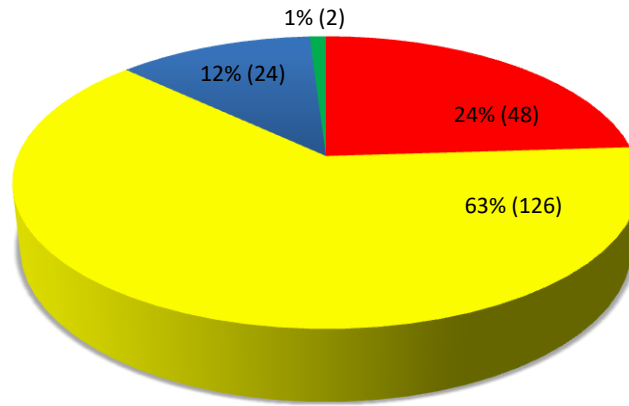
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes if coworkers motivate employees to be more productive. There are 61 % of respondents who agree with this statement, 22 % disagree, 15 % absolutely agree and 2 % strongly disagree.

Question No 12: Can you always rely on your colleagues?

Figure No 17: The reliability of colleagues



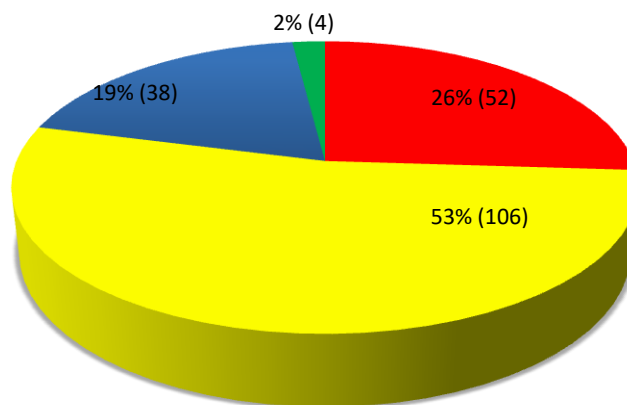
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes the reliability of colleagues. There are 63 % of respondents who agree with the statement that they can rely on their colleagues, 24 % absolutely agree with this statement, 12 % disagree and 1 % of respondents strongly disagree.

Question No 13: Are you satisfied how the team co-operates?

Figure No 18: Satisfaction with the team co-operation



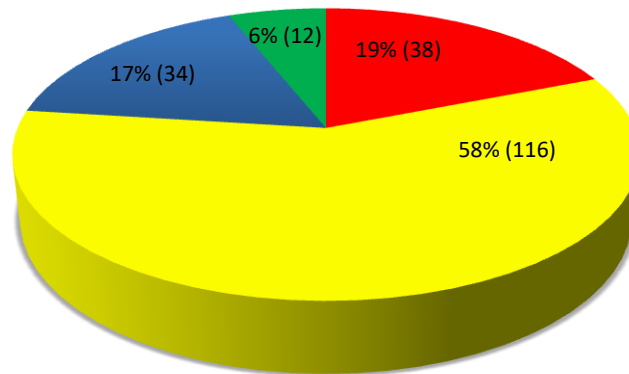
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph considers the satisfaction with the team co-operation. There are 53 % of respondents who agree with the statement that they are satisfied how the team co-operates, 26 % absolutely agree, 19 % disagree and 2 % strongly disagree.

Question No 14: Is the working environment pleasant - temperature, noise, light?

Figure No 19: Pleasantness of working environment - temperature, noise, light

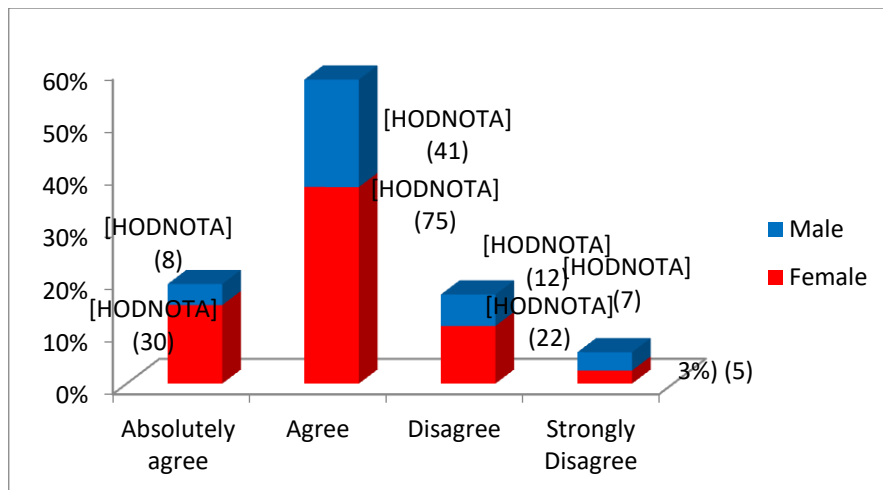


■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graphs shows if the respondents find the working environment pleasant. There are 58 % respondents who agree with the statement, 19 % absolutely agree, 17 % disagree and 6 % strongly disagree.

Figure No 20: Pleasantness of working environment - temperature, noise, light according to gender

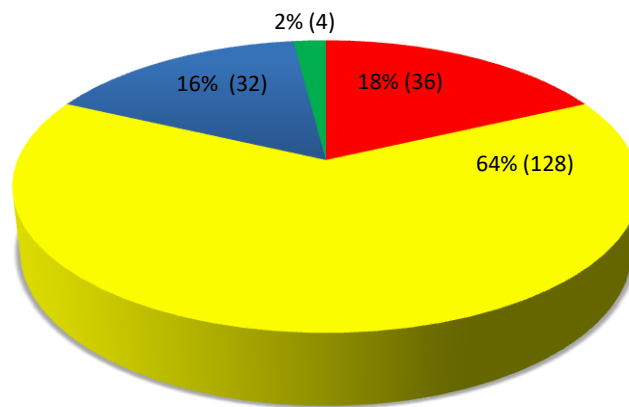


Source: own work

This graph represents if the working environment is pleasant. It is analyzed according to gender. There are 13 % of female and 4 % of male who absolutely agree with the statement, 38 % of female and 21 % of male agree, 11 % of female and 6 % of male disagree and 3 % of female and 4 % of male strongly disagree.

Question No 15: Does the working environment allow you to concentrate to your job?

Figure No 21: Pleasantness of working environment - temperature, noise, light



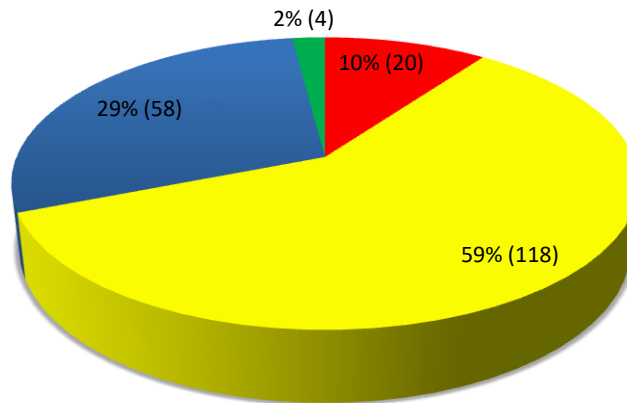
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph represents influence of working environment on the concentration needed to work. There are 64 % of respondents who agree with the statement that it is possible to concentrate on job, 18 % absolutely agree, 16 % disagree and 2 % strongly disagree.

Question No. 16: Are you given all the conditions to improve your work performance?

Figure No. 22: Conditions to improve the work performance



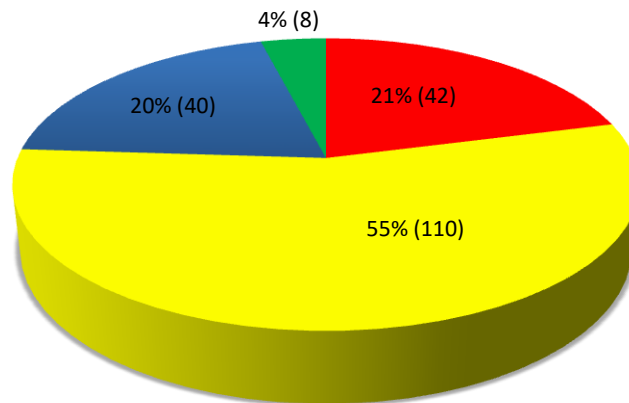
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph represents if the employee gets all conditions to improve his work performance. There are 59 % of respondents who agree with the statement, 29 % disagree, 10 % absolutely agree and 2 % strongly disagree.

Question No 17: Are your job responsibilities organized in order to be managed in the working time?

Figure No 23: The job responsibilities are organized in order to be managed in the working time



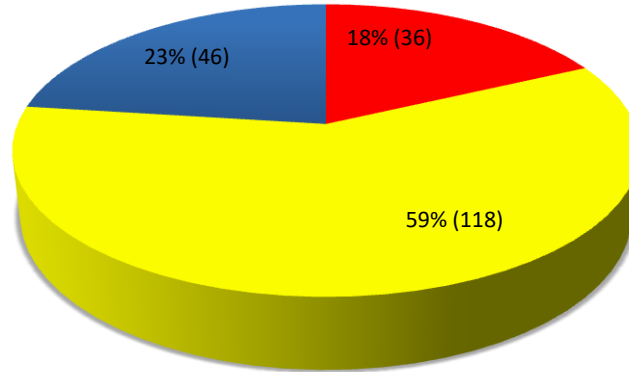
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes how the respondent perceives the responsibilities, if they are organized in order to be managed in the working time. There are 55 % who agree with statement that it is managed, 21 % absolutely agree, 20 % disagree and 4 % strongly disagree.

Question No 18: Are responsibilities and competences clearly defined?

Figure No 22: The responsibility and competence are clearly defined



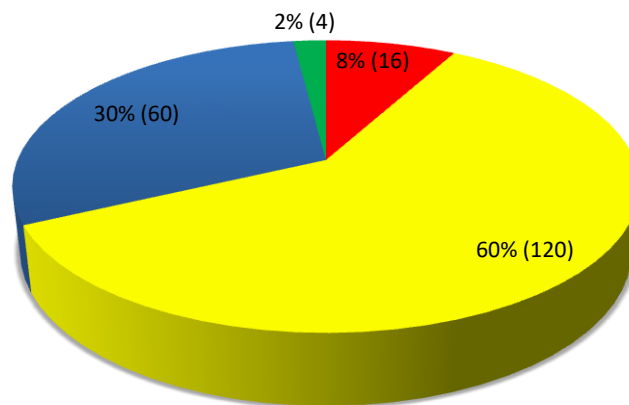
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph concerns with the statement that responsibilities and competences are clearly defined. There are 59 % of respondents who agree, 23 % who disagree and 18 % who absolutely agree.

Question No 19: Are you well informed about the upcoming changes in operating procedures?

Figure No 23: Information about the upcoming changes in operating procedures



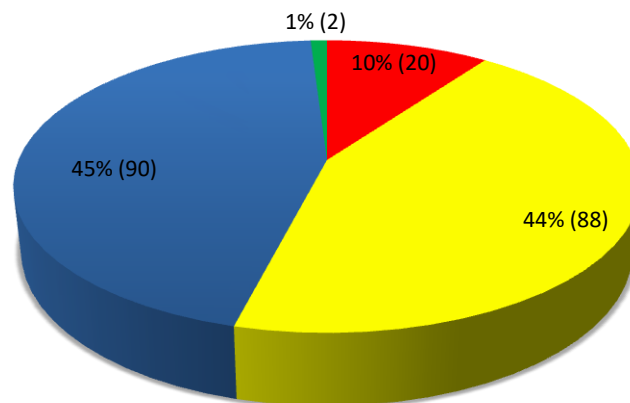
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes how the respondents agree with the statement relating to information about the upcoming changes in operating procedures. There are 60 % of respondents who agree with the statement, 30 % disagree, 8 % absolutely agree and 2 % strongly disagree.

Question No 20: Is there always enough time to adapt to changes?

Figure No 24: Enough time to adapt to changes



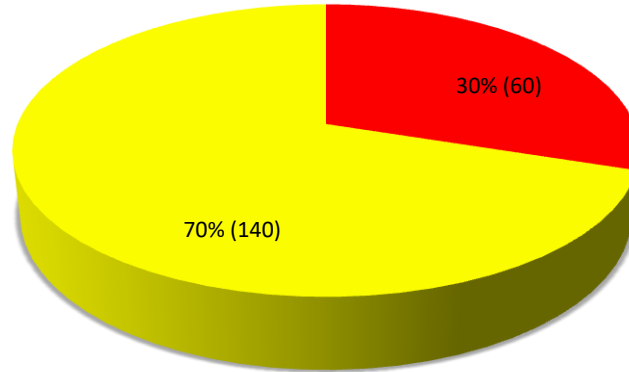
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes how the employees evaluate the statement that there is enough time to adapt to changes. There are 45 % of respondents who disagree with statement, 44 % agree, 10 % absolutely agree and 1 % strongly disagrees.

Question No 21: Are you willing to accept new operating procedures?

Figure No 25: Willingness to accept new operating procedures



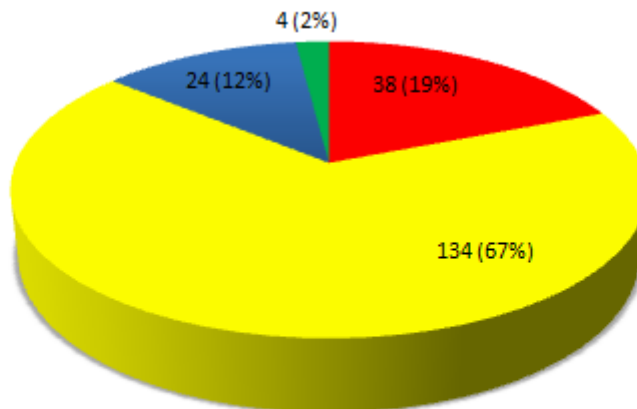
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph concerns with willingness of employees to accept new operating procedures. There are 70 % of respondents who agree with the statement and there are 30 % of respondent who absolutely agree.

Question No 22: Is your supervisor focused on working development and utilization of subordinate's potential?

Figure No 26: Focusing of supervisor on working development and utilization of subordinate's potential

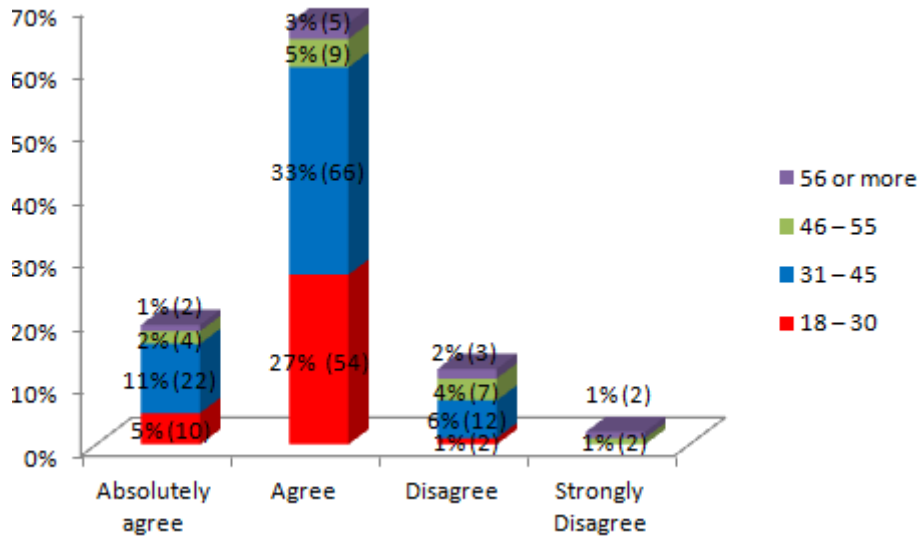


■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph concerns with statement that the supervisor focuses on working development and utilization of subordinate’s potential. There are 67 % respondents who agree, 19 % absolutely agree, 12 % disagree and 2 % strongly disagree.

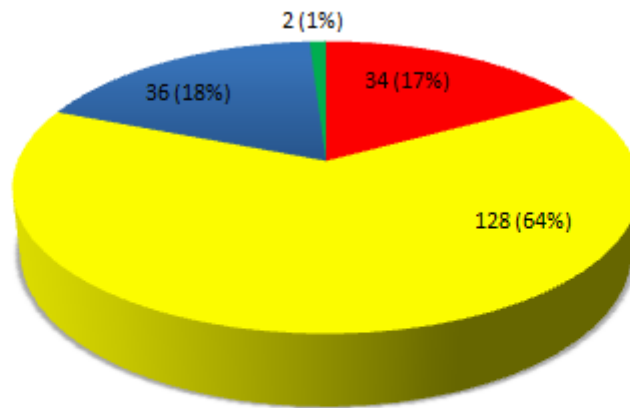
Figure No 27: Focusing of supervisor on working development and utilization of subordinate’s potential according to age



Source: own work

This graph represents if the supervisor focuses on working development and utilization of subordinate’s potential. It is analyzed according to age. There are 5 % of respondents in age 18 - 30, 11 % of respondents in age 31 - 45, 2 % of age 46 - 55 and 1 % of respondents in age 56 or more who absolutely agree with the statement. There are 27 % of respondents in age 18 - 30, 33 % of respondents in age 31 - 45, 5 % of age 46 - 55 and 3 % of respondents in age 56 or more who agree with the statement. There is 1 % of respondent in age 18 - 30, 6 % of respondents in age 31 - 45, 4 % of age 46 - 55 and 2 % of respondents in age 56 or more who disagree with the statement. There is 1 % of respondent in age 46 - 55 and 1 % of respondent in age 56 or more who absolutely disagree with the statement.

Question No. 23: Does your current job position allow you to develop your expertise?
Figure No 28: The current job position allows the employee to develop expertise

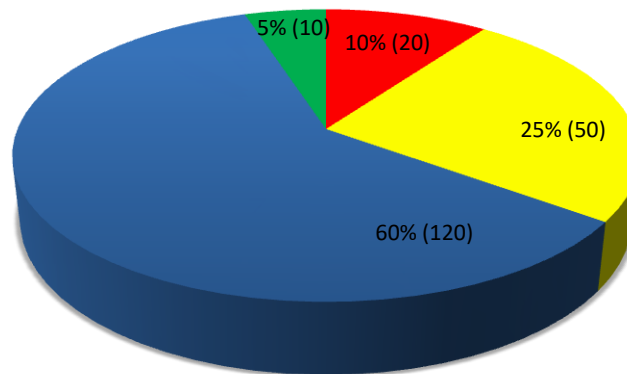


■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes the statement that the current job position allows the respondent to develop expertise. There are 64 % of respondent who agree with the statement, 18 % disagree, 17 % absolutely agree and 1 % strongly disagree.

Question No 24: Would you get a better position if you improved you qualification?
Figure No 29: The improvement of qualification would leads to get a better position



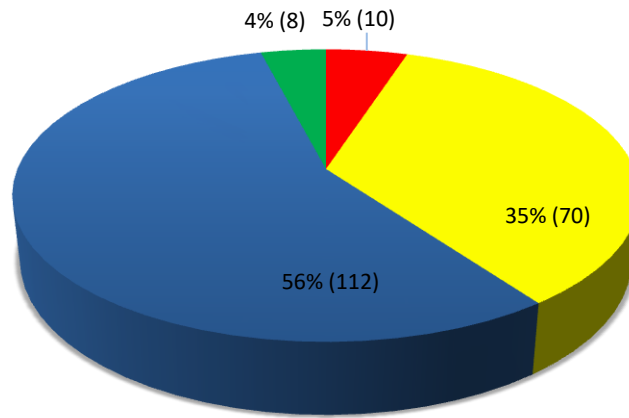
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes the statement that if the employee improved the qualification he/ she would get a better position. There are 60 % of respondents who disagree, 25 % agree, 10 % absolutely agree and 5 % strongly disagree.

Question No 25: Does the current situation permit career advancement?

Figure No 30: The current situation permits career advancement



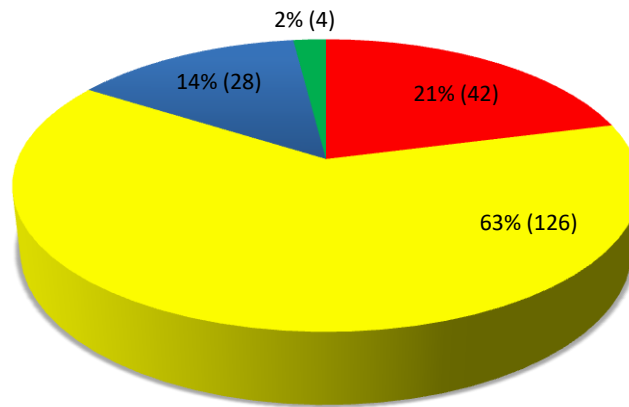
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes the statement that the current situation permits career advancement. There are 56 % of respondents who disagree, 35 % agree, 5 % absolutely agree and 4 % strongly disagree.

Question No 26: Does the level of your salary correspond to your workload?

Figure No 31: The level of the salary corresponds to the workload



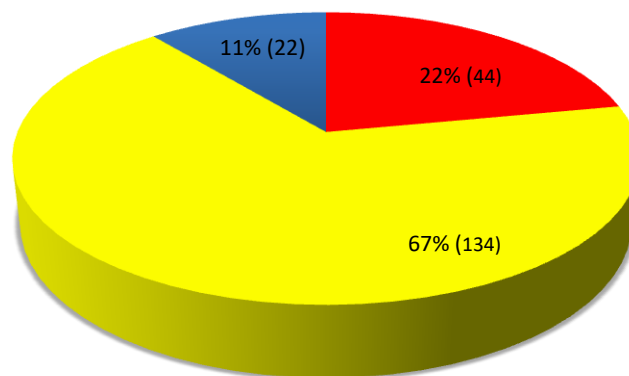
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes the statement that the level of salary corresponds to workload. There are 63% who agree with the statement, 21 % absolutely agree, 14 % disagree and 2 % strongly disagree.

Question No. 27: Are you satisfied with the level of your salary?

Figure No 32: Satisfaction with the level of salary



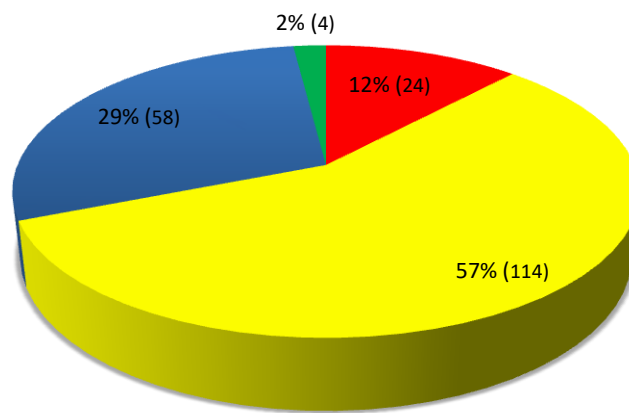
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes the satisfaction with the level of salary. There are 67 % of respondents who agree with the statement, 22 % who absolutely agree and 11 % who disagree.

Question No 28: Do you think that your financial rewards are on the same level or higher than your colleagues' financial rewards?

Figure No 33: Financial rewards are on the same level or higher than my colleagues' financial rewards



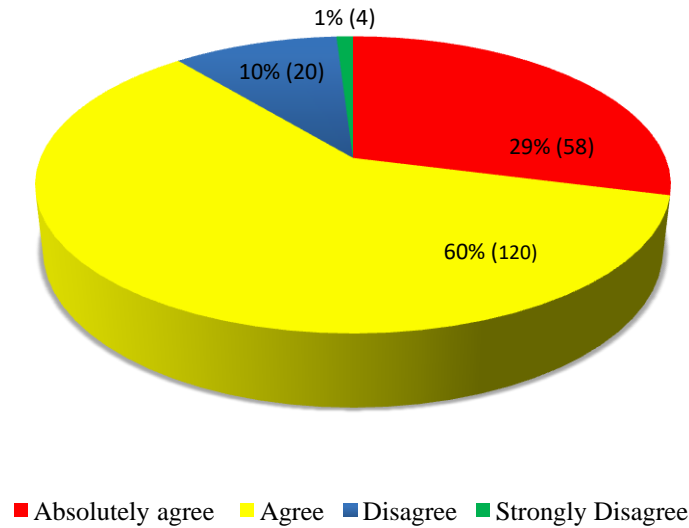
■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph describes statement that the employee thinks that his financial rewards are on the same level or higher than his colleagues' financial rewards. There are 57 % or respondents who agree with this statement, 29 % disagree, 12 % absolutely agree and 2 % strongly disagree.

Question No 29: Are you appreciated by the supervisor?

Figure No 34: Appreciation by the supervisor

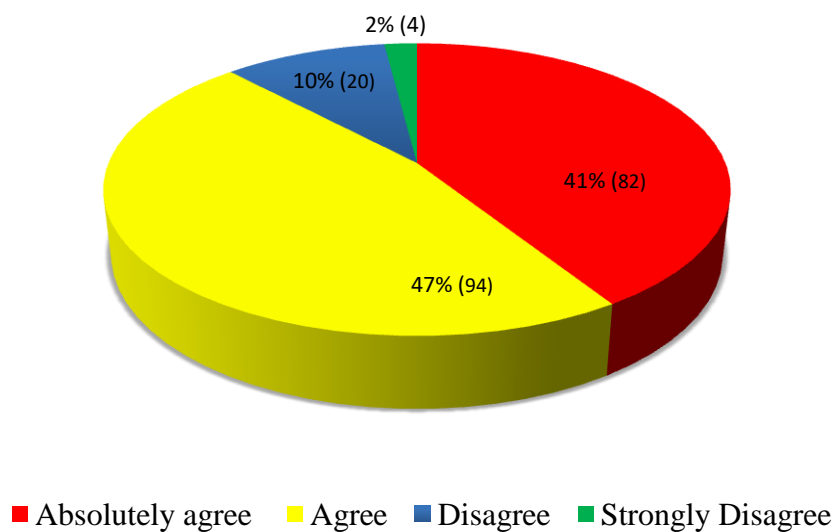


Source: own work

This graph represents the statement that the employee is appreciated by the supervisor. There are 60 % who agree with the statement, 29 % absolutely agree, 10 % disagree and 1 % strongly disagree.

Question No 30: Does your supervisor provide expert advice if it is necessary?

Figure No 35: Supervisor provides expert advice

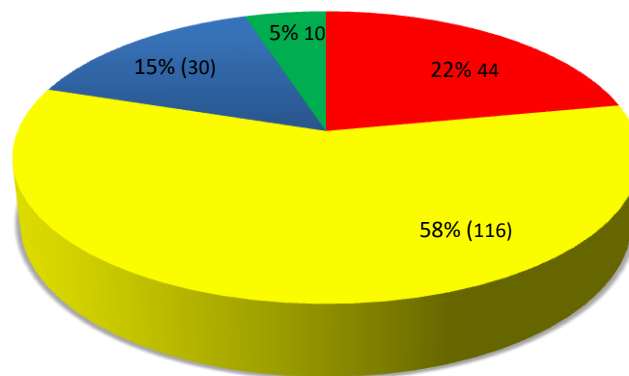


Source: own work

This graph represents statement that the supervisor provides expert advice if it is necessary. There are 47 % of respondent who agree, 41 % who absolutely agree, 10 % disagree and 2 % strongly disagree.

Question No 31: Are you sufficiently praised?

Figure No 36: I am sufficiently praised



■ Absolutely agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: own work

This graph represents statement that the employee is sufficiently praised. There are 58 % of respondents who agree with this statement, 22 % absolutely agree, 15 % disagree and 5 % strongly disagree.

Question No. 32: If the employer could do something which would increase your satisfaction, what would it be?

- Possibility to have home office which would lead to higher productivity
- More pleasant working environment ex. relax zones, the offices look like a greenhouse
- Replacement of supervisor
- Increase co-operation with other departments
- Higher financial rewards

- Increase flexibility of working hours (ex. possibility to work every day two hours more and then have a day off on Friday, possibility to use overtime from one month to another or use them to have a day off)
- Organization of regular teambuilding activities
- Development of employees (language course, soft skills, hard skills) which is inadequate
- Fair evaluation (the evaluation is often done based on previous friendships)
- Better communication between the department and sections
- More teambuilding activities
- Improvement of air conditioner
- Increase capacity of employees
- To have the offices closer to the city center
- Less number of tasks
- Praise for well-done tasks
- Sharing the information with all appropriate employees
- Possibility to have an office for two employees instead of four
- Increasing the expertise and workload of colleagues and supervisors
- Clear definition of responsibilities and competences
- Having a nursery at workplace
- Promoting the importance of quality over quantity

4.1.7 Interview

The interviewees were asked about the following questions:

How long have you been working in the Ministry?

What is your position (referent, head of department, department director)?

What pros and cons you find to work in the Ministry?

If you could change something to feel better and to improve the performance in the work, what would it be?

Interview No. 1

How long have you been working in the Ministry? *5 years*

What is your position? *Referent*

Are you satisfied in the workplace? *Yes*

What pros and coins you find to work in the Ministry?

The Ministry of Education, Youth and Sports is a good employer. I would like to mention good financial rewards, which is increased by the number of years spend in the workplace. I also have to positively evaluate flexibility of working hours. The core of working hours is from 9 am to 3 pm (Fridays from 9 am to 2 pm). The colleagues who are in the same department are friendly. In case of really objective reasons, the supervisor allows me to have home office. The minus of working in the Ministry is that the settlement is 120 km from my home which means that I am not with my family during the week days. Another minus is that there is not united methodical environment and expert opinions often change.

If you could change something to feel better and to improve the performance in the work, what would it be?

There could be provided some changes in the working environment, the place acts a bit sterile. I would hang the pictures in the corridor. My working performance would increase if I had better IT equipment. There are always any problems relating to my notebook. It would be great to have more comfortable chair.

Interview No. 2

How long have you been working in the Ministry? *9 months*

What is your position? *Referent*

Are you satisfied in the workplace? *Yes*

What pros and coins you find to work in the Ministry?

This is my first regular job after graduation. So I do not have an opportunity to compare it with other employers. One of the benefits is flexibility of working hours which was also one of the main reasons why I decided to work in the Ministry. We also have 5 sick days and 25 days of leave of absence. We can draw it anytime we want. The supervisor does

not have any problem if I want to have a leave of absence for a month. After entering the job, the employee has relatively long learning time, and there is a great mentoring system when the newcomer is assigned to own mentor who teaches and evaluates him for half a year. Another positive is that there is a young team and modern working environment. The negative is that a large share of financial evaluation depends on the subjective assessment of a supervisor. There is no relaxation zone and place where it is possible to have lunch.

If you could change something to feel better and to improve the performance in the work, what would it be?

There is a lack of employees in our department which means that we have to work on extra tasks. This situation is caused by the current situation on the market and by complexity of recruitment. The supervisor could better organize the tasks. For a more enjoyable environment, I would welcome the opportunity to work on the terrace in the summer where yoga lessons could be held.

5 Results and Discussion

Hypotheses:

H1: Career progression is important for employees

There are 52 % of respondents who found this statement important and 10 % of respondents who found this statement critical. According to this survey, the hypothesis is approved

H2: If the employee improved qualification, he/she would get a better position

There were 60 % of respondents who disagree with this statement, 5 % who strongly disagree. According to this survey, the hypothesis was not approved.

H3: The level of salary corresponds to workload of employees

There were 21 % employees who absolutely agreed on this statement and 63 % who agreed. According to this survey, the hypothesis was approved.

H4: Flexibility of working hours is important for employees

There are 63% of respondents who agreed with this statement, 24% absolutely agreed. According to this survey the hypothesis is approved.

H5: Relationships in workplace is an important factor of satisfaction of employees

There are 72 % of respondents who found good relationship with co-workers critical and 28 % important.

There are 62 % of respondents who found good relationship with supervisor critical and 37 % important. According to this survey the hypothesis is approved. Employees found relationships with colleagues and supervisor important.

Employees of a Section of the Ministry of Education, Youth and Sports find career progression as important. On the other side there are almost 2/3 of respondents do not have possibility of career progression.

From the result of questionnaire and interview it was found out that flexible working hours is one of the main satisfaction factors for almost all respondents. It was found out from the interview and opened question in questionnaire, that employees would be more satisfied, if there were increase of flexibility of working hours. Ex. Possibility to use overtime from one month to another or use them to have a day off, or less hours of core period of working hours.

Another influencing factor which was evaluated is working environment. The working environment is very important but it is not comfortable for everyone. From the survey it was found out that the working environment (light, temperature, noise) varies according to concrete working place (star-shaped building). Employees recommended to create a relax room to have lunch, have informal meetings or have a short breaks.

Financial rewards are another very important factor of being satisfied. Majority of employees agreed that they are satisfied with the level of salary and majority of employees think that their financial rewards are on the same lever or higher than my colleagues' financial rewards. According to questionnaire and interview it was found out that the financial rewards could be more objectively and more fairly allocated.

Recommendation

Satisfaction of employees is one of the main factors of successful organization and that is why there are following recommendations to increase satisfaction of employees in the Section of the Ministry of Education, Youth and Sports.

The offices are allocated in Harfa office and there is no lunchroom, if employees bring their own food for lunch they have no place to eat it. The only possible place to have lunch is in their office. Employees also pointed out on this issue in the questionnaire and interview. The solution could be creation of lunch room. It could be connected with relax zone for short breaks or informal meetings. In connection to this, it would be nice to have a buffet to buy snack or lunch. The alternative could be fresh food machines and drinks dispenser.

Another recommendation is to acquire coffee makers. There is no possibility to buy or make a proper coffee. There are only kettles which are not sufficient for all employees. There is a lack of team building activities. The teams should spend more time on team activities ex. bowling, escape room, etc.

As it was mentioned the organization creates Fund of Cultural and Social Services. The employees would appreciate widening of utilization ex. Multisport card. The same recommendation is for the Cafeteria system.

Another factor which influences satisfaction of employees is flexibility of working hours and home office. It is recommended to permit home office for all employees who do not have to be in office to perform their work.

6 Conclusion

The aim of the thesis was to evaluate factors influencing satisfaction of employees in a Section of the Ministry of Education, Youth and Sports. Subsequent aim was to propose possible measures that could lead to improvements of current situation. On the basis of the used methods it was found out that employees are rather satisfied in the workplace. Analysis of the result of empirical survey found out many positive findings. The employees expressed a high level of satisfaction with some of the factors which are moreover considered as important by them. It refers to interpersonal relationships with co-workers and supervisors, financial rewards, gaining of new experience, co-operation with the team, clearly defined responsibility and competence and time to adapt to changes.

Even though the employees showed high level of satisfaction it is possible to perform a number of measures that could lead to increase of job satisfaction. Employees are dissatisfied with flexibility of working hours and working environment. It follows from the importance of factors that managers should be concerned with identified shortcomings. The dissatisfaction of employee could cause decrease of employee's performance. The mentioned sources of dissatisfaction affect not only employees but also development of the organization. It could more precisely affect reaching the organizational goals.

In order to eliminate the sources of dissatisfaction which negatively affect employees, it was supposed a number of measures. The recommendations could improve current situation and increase the level of satisfaction of employees. The higher level of satisfaction of employees will be shown in psychic state of employees which will be shown indirectly in employee's performance. The proposed recommendation can lead to efficiency of all organization.

The management of the organization should consider the proposed measures and it should strive for highest level of satisfaction of its employees. Human resources could be a main competitive advantage of the organization. The organization needs to have skilled workers. The way how the organization can acquire and retain qualified employees is to invest primarily in human asset and take care of employees. That is the only way to gain the success of the organization.

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8 Appendix

Appendix No. 1

Factors Influencing Satisfaction of Employees in a Section of the Ministry of Education, Youth and Sports

Dear Sir or Madam,

My name is Eliška Červenková and I am in the second year of Czech University of Life Sciences Prague. I am working on my master thesis called “Factors Influencing Satisfaction of Employees in a Section of the Ministry of Education, Youth and Sports”. I am doing a questionnaire in the Ministry of Education, Youth and Sport, Operational programmes section. Be assured that all answer will be kept in strictest anonymity.

Thank you for filling out the questionnaire.

Bc. Eliška Červenková

1) How important are following factors to be satisfied at workplace for you?

	Critical	Important	Minor Importance	Not important
Job security				
Fair financial rewards				
Career progression				
Content of work				
Flexible working hours				
Good relationship with your co-workers				
Good relationship with your supervisors				
Pleasant working environment				
Plenty of benefits				

2) Please indicate the extent to which you agree with the following statements:

	Absolutely agree	Agree	Disagree	Strongly Disagree
There is a friendly environment in the department I belong to				
I can rely on my coworkers				
My coworkers motivate me to be more productive				
I am satisfied how the team co-operates				
The working environment is pleasant - temperature, noise, light				
I work in the working environment which allows me to concentrate on my job.				
I am given all the conditions to improve my work performance				
My job responsibilities are organized in order to be managed in the working time				
The responsibility and competence are clearly defined				
I am well informed about the upcoming changes in operating				
There is always enough time to adapt to changes				
I am willing to accept new operating procedures				
The supervisor is focused on working development and utilization of subordinate's potential				
My current job position allows me to develop my expertise				
If I improved my qualification, I would get a better position.				
The current situation permits career advancement				
The level of my salary corresponds to my workload				
I am satisfied with the level of my salary				
I think that my financial rewards are on the same lever or higher than my colleagues' financial rewards				
I am appreciated by the supervisor				

If necessary, my supervisor provides expert advice				
I am sufficiently praised				

3) If the employer could do something which would increase your satisfaction, what would it be?

Gender	
Male	
Female	

Age	
18 – 30	
31 – 45	
46 – 55	
56 or more	