CHALLENGES IN EDUCATIONAL MANAGEMENT IN A PANDEMIC CONTEXT – MEASURES AND EFFECTS ON SPECIFIC ASPECTS OF WORK

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ABSTRACT

This crisis caused by COVID-19 has involved educational systems around the world to address new perspectives on certain aspects specific to work, crucial in achieving a quality educational act by teachers.

The aim of this study is to identify the main measures adopted by Romanian educational institutions in a pandemic context, as well as to determine employees' perceptions (teachers) regarding the effects of these measures on specific aspects of work (job satisfaction, empowerment, organizational loyalty). An online questionnaire was applied to collect the data. SPSS statistic program was used for data processing.

According to the answers of the 33 respondents, the measures adopted by the Romanian educational institutions in a pandemic context focused mostly on those to prevent the spread of the COVID-19 virus, being followed by those aimed at providing organizational support in the form of purchase of devices, licenses for educational software; providing feedback, communication, motivation / impetus.

The results of the research indicated that these measures affected the didactic activity carried out by the respondents in a positive way; made them feel more professionally satisfied; contributed to the development of digital skills; they determined them to be self-taught in digital learning.

KEYWORDS: *educational management, empowerment, job satisfaction, organizational loyalty, pandemic context.*

1. INTRODUCTION

Starting with March 2020, with the appearance of the Covid-19 virus, respectively with the declaration of the pandemic situation, educational institutions around the world have been subjected to an unprecedented crisis, with important challenges for all actors involved. Education was perhaps among the sectors of society most affected, data generated by UNESCO reports highlighting the fact that in mid-March 2020 the closure of schools had affected over 1 billion young pupils / students (UNESCO, 2021).

Although, at present, the figures show a better situation in education (about 209 million young people are affected by school closures) the negative effects of the crisis are still felt, and challenges are still present in the work of school managers, who have the important task of ensuring quality education for students.

If, before the crisis triggered by covid-19, the challenges facing education systems were vast, now they have become much more complex. Normally, managers are that important layer in the education system that can act as a motivating and coordinating agent to ensure that teachers, students and families are connected to the plans made by education officials. With this pandemic

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situation, school managers have been faced with unprecedented situations, which have brought them new challenges and changes in this role, namely the restructuring of their systems, ensuring the quality of training while operating with significantly diminished resources (Kruse, Hackmann, & Clark, 2020).

The new normal?

The ongoing coronavirus pandemic has created diverse contexts depending on the field of activity we are referring to, generating a multitude of consequences worldwide. In relation to education systems around the world, they have undergone a series of changes in institutional policies and practices, a decrease in the resources allocated and existing within the institutions. Perhaps the biggest challenge was the transition from the face-to-face teaching system to online learning, which brought structural changes in the activity of actors involved in the educational process (teachers, students, managers / principals, parents). Teachers were tasked with maintaining relationships with students in the most active way possible, ensuring the quality of education, while balancing the needs of students with their own personal safety (Kruse, Hackmann, & Clark, 2020).

While the main way of working - direct interaction - has been completely disrupted, the covid pandemic has also changed the nature of the work of school managers, who must now be those exceptional leaders who can adapt quickly to environmental change.

2. MANAGEMENT CHALLENGES IN THE EDUCATION SYSTEM

According to a study conducted in Canada (Kruse, Hackmann, & Clark, 2020), principals in Ontario focus their work on two directions of school management in crisis situations: (a) safe school-school for the future; (b) digital training leader.

One of the responsibilities of a school manager is to ensure a favorable framework and context for a solid, secure, future education for his students. Currently, starting from this, managers need to develop a comprehensive understanding of the COVID-19 virus, including causes, symptoms, public health protocols and prevention. Starting from this idea, we can ask ourselves the following question: What did the managers of school institutions around the world face (what were the challenges) during the crisis period with covid-19?

The realities of the different countries have highlighted a number of generally valid answers to this question, such as:

- Changes to the school curriculum, specifically aimed at preventing sars-cov virus infections 19.
- Organizational restructuring: managers had to organize a new schedule, so as to limit as much as possible the meetings between class groups, teachers; they rethought the way of organizing the courses with tactile applied experiments.
- Budgetary considerations due to organizational restructuring (purchase of consumables: disinfectants, protective masks, office equipment, learning devices, such as tablets, laptops and smartphones, etc.).
- Reconsideration of existing protocols and development of new communication strategies that are effective (with students, parents, public health authorities to transmit information about the infection and subsequent procedures).
- Considering the emotional and social well-being of students. The results of research in the field (Zhou, et al., 2020) indicate that the pandemic has a significant psychological impact on people. Its consequences are also visible among students, who suffer from anxiety or even the loss of loved ones, aspects that affect the ability and willingness of students to learn. School managers had to manage in addition the well-being of the teaching staff, as well as their own, which suffered during a period when they faced an intensification of their work.
- Digital instructional driving. Online learning has brought with it a series of management strategies, starting from the provision through various means of the digital infrastructure needed

by students and teachers, to the development of digital skills among them (training courses on various e-learning platforms). As training leaders, principals are responsible for supporting and ensuring that pedagogical practices are effective in the online environment as well and are intended for successful student learning (Kruse, Hackmann, & Clark, 2020).

- Ensuring equity in the learning process. School managers have been put in a position to create equitable learning opportunities for all students, by managing projects aimed at attracting funds that will allow students access to the Internet at home; access to learning devices such as laptops, tablets and smartphones.
- Scheduling and other logistical challenges – depending on how controlled the return of students and teachers to school is, there are still scheduling challenges (depending on the scenarios adopted at the level of educational systems, some students / classes may return to school, while others will continue online learning). This means that school managers must be prepared to operate their schools with a high degree of flexibility (Sampat & Oommen, 2020).

Although the challenges in the crisis education systems with Covid-19 have highlighted a number of shortcomings of each society, we can mention here the inequalities related to access to quality education for students and parents (students who do not have the technology to participate in learning online, students do not have WiFi access, students who do not have the physical space conducive to active learning, etc.) school managers have tried to meet these challenges through decisions. And, after this period of crisis, the principals of educational institutions must consider looking for the answers to the following two questions: 1. What was good in online learning and can we bring it to class? 2. What was eliminated from the face-to-face activity and we do not want to bring it back into the educational process? (Katina, 2020).

3. CONCEPTUAL DELIMITATIONS

This crisis caused by COVID-19 has subjected educational systems around the world to approach new perspectives on certain aspects specific to work, crucial in achieving a quality educational act by teachers. In this study, when we say work-specific aspects we refer to the following concepts, specific to a motivational approach of teachers: empowerment, job satisfaction, organizational loyalty. Before reviewing the effects of the pandemic context on these aspects of work, a conceptual delimitation of terms is needed.

3.1 Educational management

Management is considered as a process that aims to achieve organizational goals (Bohoris & Vorria, 2008), a process that involves planning, organizing, leading, decision making, control and motivation of human resources.

Kaehler & Grundei (2018) emphasizes in his article the multitude of definitions and approaches to the concept of management from the perspective of many authors, such as Fayol (1916)- "To manage is to forecast and plan, to organize, to command, to coordinate and to control."; Bartol & Martin (1998) - "Management is the process of achieving organizational goals by engaging in the four major functions of planning, organizing, leading, and controlling."; Mintzberg (2009)- "Basically, managing is about influencing action. Managing is about helping organizations."; Kinicki & Williams 2018)- "management is defined as (1) the pursuit of organizational goals efficiently and effectively by (2) integrating the work of people through (3) planning, organizing, leading, and controlling the organization's resources."

Thus, referring to the educational system, we can say that management is an active and permanent process of planning, organizing, controlling administrative activities that aim to support quality education, by performing effective teaching and learning at level of educational institutions (Lynch, Asavisanu, Rungrojngarmcharoen, & Ye, 2020). In addition, educational management also involves

motivating human resources (in this case motivating teachers) and engaging the resources needed to achieve a high level of student education.

3.2 Job satisfaction

Job satisfaction is an important factor in achieving organizational goals, which is why many researchers have analyzed this concept, proving to be complex and not always easy to manage by management. Defined by many authors, job satisfaction is seen as an affective attitude state (Vroom, 1964), positive or negative in relation to the work done (Armstrong, 2006). Spector (1997) considers job satisfaction as the degree to which the employee likes not the work he does. Seen from the same perspective, job satisfaction involves feelings or beliefs that employees develop in relation to various aspects of their work, such as the nature of work, relationships with colleagues, leadership, rewards received, etc. (George & Jones, 2008).

Analyzing the job satisfaction of teaching staff, like any organization, it is considered that a satisfied employee is a happy employee and such an employee is successful (Aziri, 2011).

3.3 Empowerment of employees

Employee empowerment is a complex concept, being difficult to define due to the multiple dimensions existing in the literature. However, the researchers offered several perspectives to approach this concept, of which the most frequently used were: the managerial perspective, according to which the term of empowerment was outlined and the motivational perspective, according to which the term empowerment psychological.

Kanter (1993) considers that structural empowerment is the power given to the employee (translated in the form of his autonomy) to make certain decisions in terms of available resources, such as access to information, access to opportunities, organizational support (Laschinger HK, Finegan, Shamian, & Wilk, 2001), which becomes the basis for the psychological empowerment that exists at the level of each employee.

Psychological empowerment is seen as an internal state of the employee, representing his desire to perform work tasks through the prism of an internal motivation (Thomas & Velthouse, 1990). Spreitzer (1995), who laid the foundations of this concept, defines psychological empowerment through four dimensions: the meaning of work (the concordance of individual values with occupational requirements), competence (convincing the employee to be able to solve tasks), self-determination (having a sense of autonomy and control over one's own decisions), impact (convincing the employee about the existence of an impact - achieved through one's own work - on the company's objectives).

Referring to the educational system, the empowerment of teachers is seen as an important means by which it can contribute to the implementation of school practices, respectively the achievement of educational objectives by deciding how to act in the educational process (Bolin, 1989). In addition, teacher empowerment implies the power offered to him to contribute to the creation of educational content, to manage his own lessons and his own learning and professional and personal development path, as well as that of the student (Short, 1994; Stacy, 2013).

3.4 Employee loyalty

Employee loyalty to the organization is an important factor in the long-term running of the organization, as they are those who act in the interest of the company and have a sense of belonging to it, ie identify with its objectives (Satyendra, 2015).

Organizational loyalty is seen as an active relationship between employee and firm (Mowday, Porter, & Steers, 1979), being often perceived as an attachment of the employee to the organization (Pandey & Khare, 2012) affective, attitudinal, cognitive or behavioral (Manea & Trandafir, 2006). From this perspective, the following forms of this concept have developed in the literature: economic loyalty (focused on the cost-benefit relationship), normative loyalty (dictated by the

principle of debt), affective loyalty (based on emotional attachment) - (Allen & Meyer, 1990); managerial, continuous, coalition loyalty (Fiorito, Summer, 2007).

At the level of educational institutions we can consider that an employee is loyal to the organization when he shows that he cares and is responsible for his own actions (with an impact on organizational objectives). In addition, in education it is necessary more than anywhere to develop an emotional loyalty to the institution, because in this way the teacher effectively fulfills the role of teacher and creates emotional bonds with students and leadership, which are the basis of an effective development environment (Altun, 2017).

4. METHODOLOGY

4.1 Purpose and objectives

The purpose of this study is to identify the main measures adopted by Romanian educational institutions in a pandemic context, as well as to determine the perceptions of employees (teachers) on the effects of these measures on specific aspects of work (job satisfaction, empowerment, organizational loyalty).

In order to achieve the goal, the following objectives were set:

1. identification of respondents' perceptions of how the measures adopted by educational institutions have affected the teaching activity carried out by teachers (positively or negatively).

2. identifying respondents 'perceptions of the extent to which measures taken by educational institutions have affected teachers' satisfaction levels.

3. identifying respondents' perceptions of the extent to which measures taken by educational institutions have affected the level of teacher empowerment.

4. identifying respondents' perceptions of the extent to which measures taken by educational institutions have affected the level of organizational loyalty of teachers.

4.2 Research design

In order to identify the measures taken by the educational management system at the level of Romanian educational institutions, a quantitative approach was chosen, using the method of investigating the survey and the working tool- the online questionnaire. The conduct of the questionnaires in the online environment took into account the collection of several opinions / answers from several educational institutions in Romania, in order to have an overall picture of the existing challenges at their level. Data processing was performed using the SPSS Statistics program, version 22, running descriptive and frequency analysis, Cronbach alpha reliability test, Pearson correlation test.

4.3 Target population

In order to achieve the established goal and objectives, the target population was represented by the entire teaching staff (with the function of teacher and/or director) at the level of all Romanian educational institutions.

4.4 The structure of the working tool

The questionnaire consists of three parts:

- The first part consists of 9 questions that consider the delimitation of respondents in terms of socio-demographic characteristics, such as gender, position, level of education, type of education, age, department, educational degree, years of experience in education, county of origin.

- The second part is represented by an open question, which aims to identify the measures adopted in the context of the pandemic with COVID -19 by educational institutions, considered by respondents as having an impact on the teaching activity carried out.

- The third part consists of a series of statements that reflect the orientations that people can have regarding the effects of the measures taken by their own institution in the context of the pandemic on the specific aspects of work. 17 statements were constructed, the answers of which are evaluated on a Likert scale from 1 to 7, where 1- strongly disagree, 2 - disagree, 3 - weakly disagree, 4 - neutral, 5 - weakly agree, 6 - agree, 7 - strong agreement.

The specific aspects of the work considered are: job satisfaction, structural empowerment, psychological empowerment, organizational loyalty. Examples of statements: "I consider that the measures taken during the COVID-19 pandemic by the educational institution of which I am a part: "They made me feel more satisfied from a professional point of view."; "They made me value more the work I carry out."; " They have made my work have a greater impact on the results obtained at the departmental level."

5. RESULTS AND DISCUSSIONS

Before seeing the degree to which the objectives of this study were achieved, a reliability test (Cronbach alpha) was run in order to internally verify the consistency of the items. According to the value of the cronbach alpha coefficient of 0.929 (see table 1), we can say that the scale composed of the 17 items has a high consistency.

Table 1: Internal consistency of items
Reliability Statistics

Cronbach's Alpha	N of Items
.929	17

The socio-demographic characteristics of the respondents are highlighted below. Thus, out of the 33 respondents:
- 31 are female and 2 are male.
- 20 are aged between 41-56 years, 12 are aged between 25-40 years, and one respondent is 63 years old (other category)
- 27 hold the position of teacher, 2 hold the position of foreman, 3 hold the position of director, and one is an associate lecturer.
- 14 are from high school (42.4%), 8 from middle school, 5 from primary education (24.2%), 4 from higher education and 2 from vocational education.
- 31 are from public (state) education, 2 from private education.
- 8 are part of the mathematics and science curricular area, followed by 12 people from the areas of language and communication (6), respectively technologies (6); the rest being part of various areas (man and society, arts, other disciplines).
- 20 have grade 1 (60.6%), 7 have the final grade, and 6 have grade 2 (3 respondents) or are without a grade (3 respondents).
- 20 are> 20 years old (60.6%), 6 are <1 year old, 4 are 1-10 years old, and 3 are 11-20 years old.
- 12 are from Iași county (36.4%), and the rest from other counties (Cluj, Galați, Harghita, Neamț, Mureș, Ilfov, Arad, Prahova, Satu Mare, Argeș, Bacău, Dolj, Suceava).

According to the answers of the 33 respondents, the measures adopted by the Romanian educational institutions in a pandemic context focused mostly on those to prevent the spread of the COVID-19 virus, being followed by those aimed at providing organizational support in the form of purchase of devices, licenses for educational software; providing feedback, communication, motivation/ impetus. Other measures of educational institutions aimed at training teachers in order to facilitate the transition from physical to digital activity, access to information and reorganization of the work

program. Among the few responses received, two situations were reported in which educational institutions did not take any measures, neither in terms of preventing infection with this virus, nor in terms of training, motivation of teachers (see table 2).

**Table 2: Coded respondents' responses**

Name measures	References
Preventive measures	22
Training	8
Purchase of devices	6
Feedback	5
Information acces	4
Work program	4
Communication	3
Motivational measures	2
No measures	2

The following are some of the measures taken by the educational institutions mentioned by the respondents:

- School sanitation, special routes, ventilation, monitoring of cases of illness
- Providing the necessary platform and devices
- Tutorials for online classes
- Sharing good practices
- Consultation in choosing the work platform / providing constant feedback
- Encourage the follow-up of digital training courses
- Daily information, effective promotion of vaccination
- Schedule rescheduling, staggered breaks for classes to avoid contact between students from different classes.

Following the analysis of the answers of the 33 respondents, we can highlight the following results:

Objective 1: to identify the degree to which the measures adopted by educational institutions have affected the teaching activity carried out by teachers (positively or negatively).

According to the charts no. 1 and no. 2 shows that the majority of respondents (40%) believe that the measures adopted by educational institutions have affected the teaching activity carried out in a positive way, but in a lower percentage than those who consider that these measures have affected the activity carried out in a negative way (48.48%).
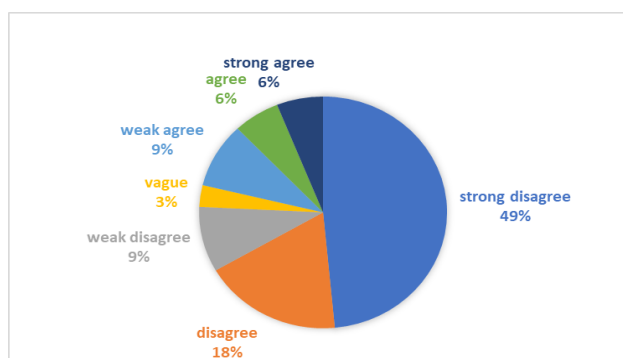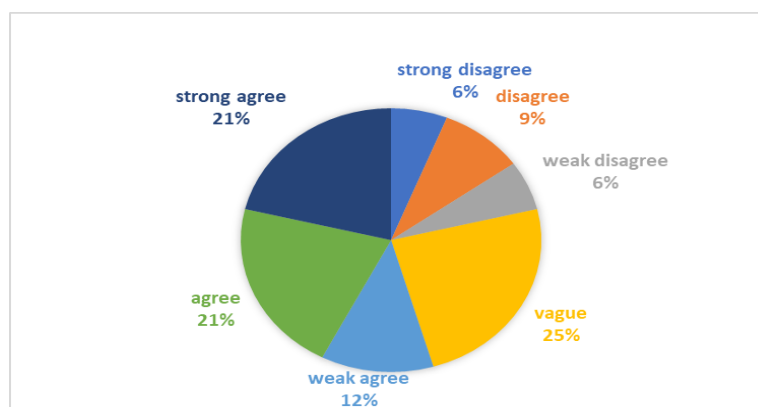

Figure 1: General perception of the impact of the measures on the activity carried out (in a negative sense)
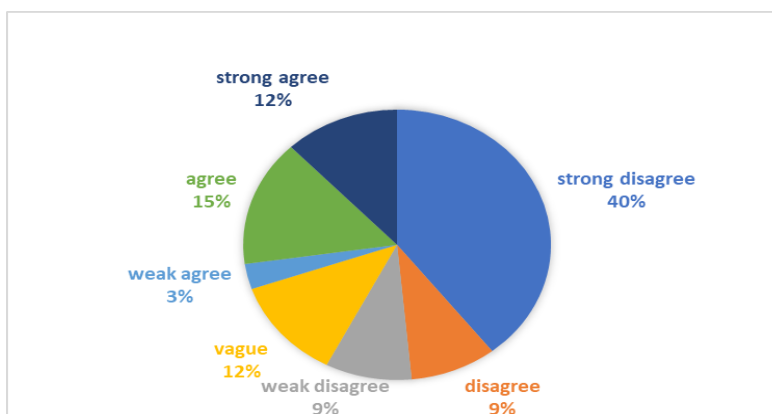
Figure 2: General perception of the impact of the measures on the activity carried out (in a positive sense)

Objective 2: to identify the degree to which the measures adopted by educational institutions have affected the level of teacher satisfaction.

Regarding the degree to which the measures adopted by educational institutions have affected the level of teacher satisfaction, we can mention that the majority of respondents, in proportion of 25% are undecided, being followed in proportion of 21% of respondents who agree, respectively strongly agree with the statement given (another 21%). From this perspective, cumulating the proportions of the respondents' answers, we can say that in general they (42%- see figure 3) think that the measures adopted by the educational institutions have determined them to feel more satisfied from a professional point of view.

Figure 3: Respondents' perception of the impact of the measures on job satisfaction

Objective 3: Identify the extent to which measures taken by educational institutions have affected the level of teacher empowerment

The results showed that in general the respondents did not feel very empowered, as they were at an average level of perceptions regarding the evaluated statements (5-disagreement). So they are of the opinion that the measures taken by their own educational institutions have offered at a medium level, new learning opportunities, the possibility to collaborate more with colleagues, the possibility to communicate better with managers and colleagues, to have organizational support (taking into account one's own needs), to have access to information accompanied by feedback.

Referring to the degree to which the measures adopted by educational institutions have affected the level of psychological empowerment of respondents, we can see that they are at an average level on the measurement scale (5-disagreement). However, there are some differences here in assessing the dimensions specific to psychological empowerment. Most of the respondents (63.6%) consider that the measures adopted at the level of their own institutions contributed to the development of digital

skills (6-agreement) and determined them to be self-taught in digital learning (6-agreement). Unfortunately, the respondents are undecided when it comes to the impact of work on the results obtained at the department level. This aspect could be correlated with the absence of feedback from management, which is why respondents cannot assess this magnitude of this impact alone.

Objective 4: Identify the extent to which measures taken by educational institutions have affected the level of organizational loyalty of teachers

On average, respondents attest to an average level of organizational loyalty, considering that the measures adopted by their own educational institutions have positively affected the perceived level of loyalty, but being in poor agreement with the assessed statements (the measures led them to be more emotionally attached to 33.3% (strong agreement) of respondents, measures led them to promote more examples of good practice to 30.3% (strong agreement) of respondents, measures led them not to leave the institution on 42.4% (strong agreement) of the respondents).

In order to identify certain correlations between the perceived levels of psychological empowerment, structural empowerment, organizational loyalty and job satisfaction, the Pearson correlation test was run, the results of which are illustrated in table no. 3. The new variables intended to be studied were obtained through the transform, compute variable option. Thus, for the variable psychological empowerment, the items related to opportunity, collaboration, communication, support, access to information, feedback were taken into account; for the variable psychological empowerment, the items related to significance, competence, self-determination, impact were taken into account; for the variable organizational loyalty, the items related to affective, normative and continuous loyalty were taken into account; and for the variable job satisfaction, the only item related to it was taken into account.

Table 3: Correlations between variables

		Psychological empowerment	Structural empowerment	Organizational loyalty	Job satisfaction
Psychological empowerment	Pearson Correlation	1	.847[**]	.896[**]	.668[**]
	Sig. (2-tailed)		.000	.000	.000
	N	33	33	33	33
Structural empowerment	Pearson Correlation	.847[**]	1	.893[**]	.768[**]
	Sig. (2-tailed)	.000		.000	.000
	N	33	33	33	33
Organizational loyalty	Pearson Correlation	.896[**]	.893[**]	1	.548[**]
	Sig. (2-tailed)	.000	.000		.001
	N	33	33	33	33
Job satisfaction	Pearson Correlation	.668[**]	.768[**]	.548[**]	1
	Sig. (2-tailed)	.000	.000	.001	
	N	33	33	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author's own source

Thus, according to the sig values and the Pearson coefficient we can state the following:

• there is a statistically significant, direct and strong link between the variables psychological empowerment and structural empowerment. By calculating the coefficient of determination we can say that the structural empowerment is statistically explained by the psychological empowerment in the proportion of 71.74% ($r^2 = 0.847^2 = 0.7174$).

• there is a statistically significant, direct and strong link between the variables psychological empowerment and organizational loyalty. By calculating the coefficient of determination we can say that organizational loyalty is statistically explained by the psychological empowerment in the proportion of 80.28% ($r^2=0.896^2 = 0.8028$).

• there is a statistically significant, direct and strong link between the variables structural empowerment and organizational loyalty. By calculating the coefficient of determination we can say that organizational loyalty is statistically explained by the structural empowerment in the proportion of 79.74% ($r^2=0.893^2 = 0.79, 74$).

• between the variables job satisfaction and psychological empowerment, structural empowerment, organizational loyalty there is a statistically significant, direct and medium intensity link, the value of the Pearson coefficient being in the range of 0.3-0.7.

These results are similar to the results of studies conducted by Bogler și Somech (2004), Akbar et al. (2011) who argue that there is a positive, statistically significant link between employee empowerment and job satisfaction; Boussalem (2014), Movahedi & Azarpira (2016) who consider that between the variables employee empowerment and organizational loyalty there are positive, statistically significant links; Pandey & Khare (2012), Rajput, Singhal & Tiwari (2016) which showed that between the variables job satisfaction and organizational loyalty there are positive, statistically significant links.

6. CONCLUSIONS

The crisis caused by the covid-19 pandemic in education systems around the world has brought to the attention of mankind the global challenges faced by the actors of school institutions. In addition, this crisis has highlighted school managers who have proven to be leaders in times of uncertainty and who have adopted a transformational leadership, focusing on the need for balance, the need to rebalance systems, expectations and relationships with the main actors in the educational process (students) (Doug, 2020).

At the level of several educational institutions in Romania, a series of measures were applied by school canteens in order to support the development of the educational act in good conditions. Thus, we can mention some of them, with an impact on the specific aspects of work among employees:

Linking these measures adopted by Romanian educational institutions in a pandemic context and employees' perceptions of certain aspects of work (such as job satisfaction, empowerment, organizational loyalty), the research results indicated that these measures affected the teaching activity carried out by respondents in a positive way; made them feel more professionally satisfied; contributed to the development of digital skills; they were determined to be self-taught in digital learning. On the other hand, these measures determined the respondents to be at an average general level of structural and psychological empowerment, as well as of organizational loyalty. Respondents also stated that they were undecided when it comes to the impact of work on the results obtained at the department level.

In order for the educational act to be carried out in the best conditions, the results being of the best quality, it is essential that the states provide the necessary support to these managers and teachers to face the challenges created in various contexts. In this sense, the following can be had:

• Development of training and connection programs for school managers and teachers
• Creating a premise for effective leadership and teaching-learning, with an emphasis on equity, inclusion and well-being (in order for a manager or a teacher to be effective, they must be well-off, not suffer from the syndrome burn-out).
• Intelligent use of technology and data, which can help managers and teachers make evidence-based decisions (Education Development Trust, 2020).

As the pandemic continues, returning to the normal we knew will not be enough to improve the life chances of the generation whose education has been so disrupted during this time. A new thinking

led by a strong leader is needed if we want to create more inclusive and equitable systems that can promote quality education for every child and young person.

7. LIMITS AND RECOMMENDATIONS

The present study presents the following limitations, resulting from the administration of the online questionnaire: the sample volume was reduced, which did not allow the running of statistical tests (since the groups did not taste homogeneous in terms of sizing), low motivation of teachers to answer the questions in the questionnaire.

Although these limits are present, we can emphasize the importance of conducting such research in Romania or at least in an area, as it brings to the fore the positive aspects (which must be further exploited and promoted), but especially the negative aspects (which must be re-evaluated , rethought in order to eliminate them) of the impact of the measures adopted by the Romanian educational institutions in a pandemic context on the levels perceived by teachers regarding certain aspects of work (satisfaction, empowerment, loyalty).

Understanding the role of empowerment practices in job satisfaction, organizational loyalty, and more, is an important step for school managers, as knowing the levels at which employees are, allows them to effectively and efficiently manage human resources, which is a key player in achieving a quality educational act.

Future research can make use of this topic by identifying those measures that directly impacted teachers' perceptions of work aspects, given the verification of the following aspects (such as working hypotheses): The measures adopted by the educational institutions determined significant differences in the perceptions of the employees according to the socio-demographic characteristics; The measures adopted by educational institutions have a significant influence on the perceived level of teacher satisfaction; The measures adopted by educational institutions have a significant influence on the perceived level of teacher empowerment; The measures adopted by educational institutions have a significant influence on the perceived level of organizational loyalty of teachers.

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