

Public Service Motivation and IT Identity Threats: Relationships and Translations

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Abstract

Public services are digitalizing at a fast pace, and the digitalization of jobs pushes individuals to question their commitment, motivation and identity. The purpose of this work-in-progress paper is to explore how the links between public service motivation (PSM), job satisfaction (JS) and IT identity threats (ITIT) vary across countries and cultures. In this short work-in-progress paper, we propose a translation of the PSM and ITIT scales in 4 languages (Italian, Spanish, Bulgarian and Latvian) and offer a first preliminary model establishing relationships between these two constructs. Our initial sample consists of 193 teachers from Italy, Spain, Bulgaria and Latvia. The main contribution of this study will be the validation of the instruments (public service motivation, IT identity threats, job satisfaction) translated in 4 languages (already available in appendix). Once the data becomes sufficient to test enriched models involving more moderating and mediating constructs, the results could further contribute to the debates on the identity struggles of teachers in relation to the digitalization of their jobs. School leaders and teachers' unions may use the translated instruments to measure and monitor PSM and ITIT in their schools and networks.

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Introduction

Public services are digitalizing at a fast pace, and it has been estimated that up to 33% of jobs in public administrations are even at risk of being potentially displaced by automation (McKinsey Global Institute, 2020). For instance, teachers have seen their daily work completely transformed by the introduction of information technologies, leading them to question their professional identity and the meaning of their engagement (Craig, Thatcher and Grover, 2019; George *et al.*, 2023).

On the one hand, among the many discussions on the specificities of the public sector, particularly when compared to industrial and business organizations, the study of motivation constitutes one of the most vibrant and productive fields (Perry and Hondeghem, 2008; Vandenabeele, Brewer and Ritz, 2014). Public Service Motivation (PSM) refers to “an individual’s predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations” (Perry and Wise, 1990, p. 368). A measurement scale for PSM became the object of numerous tests and operationalizations.

On the other hand, the digitalization of jobs (including those in public administrations) pushes individuals to question their commitment, motivation and identity. Identities are individuals’ definition of themselves and of who they are (Burke and Stets, 2022). These identities may be threatened by various disturbances and external events (Petriglieri, 2011). When these identity threats are caused by information technologies, they are referred to as IT identity threats (Craig, Thatcher and Grover, 2019). IT identity threat (ITIT) has been operationalized with a measurement scale composed of three dimensions (Craig, Thatcher and Grover, 2019).

The purpose of this work-in-progress paper is *to explore how the links between public service motivation, job satisfaction and IT identity threats vary across countries and cultures*. As cultural differences and comparative public management receive increasing attention in research (Fitzpatrick *et al.*, 2011), efforts to translate items in PSM measurement scales have become more prominent (Kim *et al.*, 2013). Regarding the ITIT measurement scale, no translation has been attempted as far as we know.

In this short work-in-progress paper, we propose a translation of the PSM and ITIT scales in 4 languages (Italian, Spanish, Bulgarian and Latvian) and offer a first preliminary model establishing relationships between these two constructs. Our initial sample consists of 193 teachers from Italy, Spain, Bulgaria and Latvia.

Theoretical development

Public service motivation

PSM has been linked to a variety of outcomes (Ritz, Brewer and Neumann, 2016), including organizational commitment, turnover, job satisfaction, and task performance, and has proven useful in predicting attraction to government jobs (Carpenter, Doverspike and Miguel, 2012). The empirical advances around scale development contributed greatly to the success of PSM as a concept in the public administration and management literature (Vandenabeele, Brewer and Ritz, 2014). And so, what began as a mostly Western field of research has become more international in its application (Mussagulova and van der Wal, 2021). The relevance of PSM and related measurement scales has found support in regions of the world as diverse as Asia

(Xu *et al.*, 2023), Africa (Bawole, Mensah and Amegavi, 2019), or India (Gupta *et al.*, 2020) and became the object of discussions about translation issues, for example due to cultural differences between the US and Europe (Vandenabeele, 2008; Ritz, 2011).

IT identity threat

IT identity threat is defined by anticipated harms to an individual's self-beliefs, caused by the use of IT (Craig, Thatcher and Grover, 2019). In line with the definition and dimensions of identity (social, role and personal) (Burke and Stets, 2022), IT identity threat consist in threats to social identity in form of a loss of worth-based self-esteem (feeling less respected in one's social group because of IT), threats to role identity in form of a loss of competence-based self-esteem (feeling less able to perform one's work because of IT), and threats to personal identity in form of a loss of authenticity-based self-esteem (feeling less aligned to one's ideal self because of IT) (Craig, Thatcher and Grover, 2019). As per its definition, identity threat is a generally harmful phenomenon, which has been associated to diverse individual and organizational outcomes such as stress, isolation or turnover (Petriglieri, 2011). In the context of IT use, IT identity threat has similarly been association to emotional exhaustion, turnover intentions (George *et al.*, 2023) and resistance to IT (Craig, Thatcher and Grover, 2019).

Relationships between job satisfaction, public service motivation and IT identity threat

As mentioned, identity threats are generally detrimental (Petriglieri, 2011). Individuals facing IT identity threats feel less respected, less competent and less satisfied with themselves (Craig, Thatcher and Grover, 2019). We therefore expect a negative impact of ITIT on job satisfaction. However, in the context of teaching in public schools, there is a possibility that this impact is buffered by PSM. Research points to a dark side and a bright side of PSM. On the one hand, PSM can be positively related to stress perception (by increasing individuals' expectations toward their jobs, as in Giauque, Anderfuhren-Biget and Varone, 2013), especially due to higher scores on compassion and self-sacrifice (Giauque *et al.*, 2012). On the other hand, commitment to public interest and civic duty and attraction to policy-making decrease resignation (Giauque *et al.*, 2012). What is more, PSM positively influences person-organization fit, which has positive associations with OCB and negative associations with work-related stress (Gould-Williams, Mostafa and Bottomley, 2015). Accordingly, we develop the following preliminary hypothesis.

Preliminary hypothesis: In the context of teaching in public schools, public service motivation will mediate the relationship between IT identity threat and job satisfaction.

Methods

Sample and procedure

The survey was sent to teachers in Italy, Spain, Bulgaria and Latvia through networks of schools and teachers unions. Data collection is still ongoing, but at the time of the writing, the survey was completed by 143 teachers from Italy, 10 from Spain, 3 from Latvia and 37 from Bulgaria (N=193). This sample is currently composed of 25% male and 76% female, 70% them being in the 45 to 64 years age range. 72% of them teach 10 to 19 hours per week on average. 74% of them have classes of 15 to 29 students.

Instrument

All measures were taken using 5-point Likert agreement scales ranging from "Strongly Disagree" to "Strongly Agree" and previously validated scales, unless stated otherwise. The original questionnaire was developed in English and subsequently translated into Italian, Spanish, Bulgarian and Latvian. To ensure linguistic and conceptual equivalence, two

translation approaches were employed. First, the translation-back-translation method (Hambleton, 1994) was implemented with the assistance of DeepL and with a team of experts fluent in the target languages and English as well as the research context, to conduct the back-translation process and resolve potential discrepancies.

We also incorporated the collaborative-iterative translation method (Douglas and Craig, 2007; Moriano *et al.*, 2012) to achieve higher translation equivalence and ensure that the questions retained the same meaning across different cultures. The translations were refined with the expert panel until consensus was reached on their accuracy and cultural appropriateness. To further validate the instruments, the translated questionnaires underwent pre-testing with native speakers from each target language group. Based on the feedback, modifications were made before finalizing the translated versions.

Public Service Motivation (PSM) was measured with 16 items established in literature, covering 4 dimensions: Attraction to Public Service (APS), Commitment to Public Value (CPV), Compassion (COM) and Self-Sacrifice (SS) (Kim *et al.*, 2013). Examples of items are “meaningful public service is very important to me” (APS), “it is important that citizens can rely on the continuous provision of public services” (CPV), “I empathize with other people who face difficulties” (COM), and “I am prepared to make sacrifices for the good of society” (SS).

IT Identity Threat (ITIT) was measured with 12 items established in literature, covering 3 dimensions: Loss of Worth-Based Self-Esteem (LWSE), Loss of Competence-Based Self-Esteem (LCSE) and Loss of Authenticity-Based Self-Esteem (LASE) (Craig, Thatcher and Grover, 2019). Example of items are “using technology in my teaching makes me feel respected by my colleagues” (LWSE), “using technology in my teaching makes me feel that I have less ability to get work done” (LCSE), and “using technology in my teaching makes me feel displeased with who I am” (LASE).

Job Satisfaction (JS) was measured with 3 items established in literature (Lawler *et al.*, 2013): “all in all I am satisfied with my job”, “in general, I like my job”, and “in general, I like working here.”

Finally, the following control variables were included: age, gender, teaching seniority (how long have respondents been teachers), teaching hours (average per week) and class size. All items as well as their translations are provided in Appendix 1.

Preliminary results

Data is still being collected so the results provided below are a work in progress and may differ from the full, final results. Furthermore, we do not currently have enough data from certain countries to do comparative analyses (e.g., only 3 respondents from Latvia so far).

First, we conducted a confirmatory factor analysis to establish that the measurement model showed satisfactory fit. For a well-fitting model, the Comparative Fit Index (CFI) should exceed .90 (Bentler, 1990), the Root Mean Square Error of Approximation (RMSEA) should not exceed 0.10, and the Standardized Root Mean Residual (SRMR) should not exceed 0.10 (Kline, 2023). The measurement model demonstrated an appropriate fit ($\chi^2 = 929.57$; $df = 421$; $\chi^2/df = 2.21$; $p < .001$; $CFI = .91$; $RMSEA = .08$; $SRMR = .07$).

Second, we tested the preliminary hypothesis with a covariance-based structural equation model (CB-SEM), using the same indicators for appropriate fit and the *R* software with the package *lavaan*. The model demonstrated an appropriate fit overall ($\chi^2 = 1129.20$; $df = 566$; $\chi^2/df = 2.00$; $p < .001$; $CFI = .91$; $RMSEA = .07$; $SRMR = .07$). First, ITIT was negatively associated with PSM ($\beta = -0.33$, $p < 0.01$). Second, job satisfaction was positively associated

with PSM ($\beta = 0.32, p < 0.01$) and negatively associated with ITIT ($\beta = -0.17, p < 0.05$). The relationship between job satisfaction and ITIT was indeed partially mediated by PSM (*Indirect effect* = 0.06, $p < 0.05$). Among the control variables, only the average teaching hours per week was significantly related both to ITIT ($\beta = -0.15, p < 0.05$) and to job satisfaction ($\beta = -0.23, p < 0.01$).

Discussion

Although our results are encouraging, they remain preliminary. More data has to be collected in order to enrich the model, enable comparative analyses across countries and cultures, and establish the validity of the translated instruments.

Nevertheless, they have the potential to make several academic contributions. The main contribution of this study will be the validation of the instruments translated in 4 languages. In line with previous translations (Kim *et al.*, 2013), our study will enable researchers from Italy, Spain, Bulgaria and Latvia to use PSM and ITIT instruments to conduct further studies in their respective countries. The translations provided in Appendix 1 can already be used for that purpose, with the caution that they remain preliminary. Once the data becomes sufficient to test enriched models involving more moderating and mediating constructs, the results could further contribute to the debates on the identity struggles of teachers in relation to the digitalization of their jobs (George *et al.*, 2023).

The results may also contribute to practice. School leaders and teachers' unions may use the translated instruments to measure and monitor PSM and ITIT in their schools and networks. The full model may also benefit them and benefit teachers as it may highlight certain mechanisms that they could target in order to reduce ITIT and foster PSM.

In a context of rapid digitalization of public administrations, public servants across Europe may be tempted to question their identity and, because of this, their commitment to delivering a public service. Hopefully, hope remains that the introduction of information technologies could, with adequate support, limit these negative appraisals and spark a more positive outlook.

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Appendix 1: Fully translated instrument

	Please rate the extent to which you agree or disagree with the following statements. - Strongly disagree - Disagree - Neither agree, nor disagree - Agree - Strongly agree	Per favore, dichiara in che misura è d'accordo o in disaccordo con le seguenti affermazioni. - In completo disaccordo - In disaccordo - Né in accordo né in disaccordo - D'accordo - Completamente d'accordo	Por favor, valora en qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones. - Muy en desacuerdo - No estoy de acuerdo - Ni de acuerdo ni en desacuerdo - De acuerdo - Muy de acuerdo	Моля, оценете до каква степен сте съгласен или не сте съгласен със следните твърдения. - Силно несъгласен - Не съм съгласен - Нито съм съгласен, нито не съм съгласен - Съгласен съм - Напълно съгласен	Lūdzu, novērtējiet, cik lielā mērā jūs piekrītat vai nepiekrītat tālāk norādītajiem apgalvojumiem. - Pilnīgi nepiekrītu - Nepiekrītu - Grūti pateikt - Piekrītu - Pilnīgi piekrītu
Constructs	Items (English)	Items (Italian)	Items (Spanish)	Items (Bulgarian)	Items (Latvian)
Public Service Motivation: Attraction to Public Service (APS)	- I admire people who initiate or are involved in activities to aid my community. - It is important to contribute to activities that tackle social problems. - Meaningful public service is very important to me. - It is important for me to contribute to the common good.	- Ammiro le persone che iniziano o sono coinvolte in attività per aiutare la mia comunità. - È importante contribuire ad attività che affrontano problemi sociali. - Un servizio pubblico valido è molto importante per me. - È importante per me contribuire al bene comune.	- Admiro a las personas que inician o participan en actividades para ayudar a mi comunidad. - Es importante contribuir a las actividades que abordan los problemas sociales. - Para mi es importante un servicio público de calidad. - Es importante para mí contribuir al bien común.	- Възхищавам се на хората, които инициират или участват в дейности в помощ на моята общност. - Важно е да допринасяте за дейности, които се занимават със социални проблеми. - За мен е много важна пълноценната обществена услуга с добавена стойност. - За мен е важно да допринасям за общото благо.	- Es apbrīnoju cilvēkus, kuri iniciē vai iesaistās pasākumos, lai palīdzētu manai kopienai. - Ir svarīgi dot savu ieguldījumu aktivitātēs, kas risina sociālās problēmas. - Man ir ļoti svarīga jēgpilna sabiedriskā darbība. - Man ir svarīgi dot ieguldījumu kopējā labuma veidošanā.
Public Service Motivation: Commitment to	I think equal opportunities for citizens are very important.	Penso che le pari opportunità per i cittadini siano molto importanti.	Creo que la igualdad de oportunidades para los ciudadanos es muy importante.	Смятам, че равните възможности за гражданите са много важни.	Es uzskatu, ka vienlīdzīgas iespējas iedzīvotājiem ir ļoti svarīgas.

Public Value (CPV)	6. It is important that citizens can rely on the continuous provision of public services. 7. It is fundamental that the interests of future generations are taken into account when developing public policies. 8. To act ethically is essential for public servants.	6. È importante che i cittadini possano contare sulla fornitura continua di servizi pubblici. 7. È fondamentale che si tenga conto degli interessi delle generazioni future quando si sviluppano le politiche pubbliche. 8. Agire in modo etico è essenziale per i dipendenti pubblici.	6. Es importante que la ciudadanía pueda contar con servicios públicos permanentes. 7. Es fundamental que se tengan en cuenta los intereses de las generaciones futuras a la hora de elaborar las políticas públicas. 8. Actuar con ética es esencial para los funcionarios públicos.	6. Важно е гражданите да могат да разчитат на непрекъснатото предоставяне на обществени услуги. 7. От основно значение при разработването на обществени политики е да се отчитат интересите на бъдещите поколения. 8. Етичното поведение е от съществено значение за държавните служители.	6. Ir svarīgi, lai iedzīvotāji varētu paļauties uz nepārtrauktu sabiedrisko pakalpojumu sniegšanu. 7. Ir būtiski, lai, izstrādājot valsts politiku, tiktu ņemtas vērā nākamo paaudžu intereses. 8. Ētiskai rīcībai ir būtiska nozīme valsts ierēdņu darbā.
Public Service Motivation: Compassion (COM)	9. I feel sympathetic to the plight of the underprivileged. 10. I empathize with other people who face difficulties. 11. I get very upset when I see other people being treated unfairly. 12. Considering the welfare of others is very important.	9. Provo compassione per la situazione dei diseredati. 10. Mi immedesimo in altre persone che affrontano difficoltà. 11. Mi arrabbio molto quando vedo che altre persone vengono trattate ingiustamente. 12. Considero il benessere degli altri molto importante.	9. Me solidarizo con la situación de los desfavorecidos. 10. Empatizo con otras personas que se enfrentan a dificultades. 11. Me enfado mucho cuando veo que otras personas son tratadas injustamente. 12. Considerar el bienestar de los demás es muy importante.	9. Съчувствам на съдбата на хората в неравностойно положение. 10. Съпричастен/Съпричастна съм към други хора, които срещат трудности. 11. Много се разстройвам, когато виждам, че към някого се отнасят несправедливо. 12. Загрижеността за благосъстоянието на другите е много важна.	9. Es jūtos līdzjūtīgs nelabvēlīgajā situācijā nonākušo cilvēku liktenim. 10. Es iejūtos līdzī citiem cilvēkiem, kuri saskaras ar grūtībām. 11. Es ļoti uztraucos, kad redzu, ka pret citiem cilvēkiem izturas netaisnīgi. 12. Ir ļoti svarīgi ņemt vērā citu labklājību.
Public Service Motivation: Self-Sacrifice (SS)	13. I am prepared to make sacrifices for the good of society. 14. I believe in putting civic duty before self.	13. Sono pronto a fare sacrifici per il bene della società. 14. Credo nel mettere il dovere civico prima di se stessi.	13. Estoy dispuesto a hacer sacrificios por el bien de la sociedad.	13. Готов съм да правя жертви за доброто на обществото. 14. Вярвам, че гражданският дълг е по-важен от личния.	13. Esmu gatavs upurēt sabiedrības labā. 14. Es ticu, ka pilsoniskais pienākums ir

	15. I am willing to risk personal loss to help society. 16. I would agree to a good plan to make a better life for the poor, even if it costs me money.	15. Sono disposto a rischiare perdite personali per aiutare la società. 16. Sarei d'accordo con un buon piano per rendere migliore la vita dei poveri, anche se mi costasse denaro.	14. Creo en anteponer el deber cívico al propio. 15. Estoy dispuesto a arriesgarme a sufrir pérdidas personales para ayudar a la sociedad. 16. Estaría de acuerdo con un buen plan para mejorar la vida de los pobres, aunque me cueste dinero.	15. Готов съм да рискувам лична загуба, за да помогна на обществото. 16. Бих се съгласил с ефективен план за подобряване на живота на бедните, дори ако това ми струва пари.	svarīgāks par personīgo. 15. Es esmu gatavs riskēt ar to kas man ir, lai palīdzētu sabiedrībai. 16. Es piekristu kādam labam plānam, lai uzlabotu nabadzīgo cilvēku dzīvi, pat ja tas man maksātu naudu.
IT Identity Threat (ITIT): Loss of Worth-Based Self-Esteem (LWSE)	Using technology in my teaching... 1. ... makes me feel less respected by my colleagues. 2. ... makes me feel that my colleagues will lose respect for me. 3. ... makes me feel that my colleagues will consider me to be a poor teacher. 4. ... makes me feel that my colleagues will admire me less.	L'uso della tecnologia nel mio insegnamento... 1. ... mi fa sentire meno rispettato dai miei colleghi. 2. ... mi fa sentire che i miei colleghi perderanno il rispetto per me. 3. ... mi fa sentire che i miei colleghi mi considereranno un cattivo insegnante. 4. ... mi fa sentire che i miei colleghi mi ammireranno meno.	El uso de la tecnología en mi docencia ... 1. ... me hace sentir menos respetado por mis colegas. 2. ... me hace sentir que mis colegas me perderán el respeto. 3. ... me hace sentir que mis colegas me considerarán un mal profesor. 4. ... me hace sentir que mis colegas me admirarán menos.	Използване на технологиите в преподаването ... 1. ... ме кара да се чувствам по-малко уважаван от колегите си. 2. ... ме кара да чувствам, че колегите ми ще загубят уважението си към мен. 3. ... ме кара да чувствам, че колегите ми ще ме смятат за лош учител. 4. ... ме кара да чувствам, че колегите ми ще ми се възхищават по-малко.	Tehnoloģiju izmantošana mācību procesā... 1. ... liek man justies mazāk cienītam no kolēģu puses. 2. ... liek man just, ka kolēģi un administrācija zaudēs cieņu pret mani, ja es tos neizmantošu. 3. ... liek man justies, ka mani kolēģi uzskatīs par sliktu skolotāju. 4. ... liek man just, ka mani kolēģi mani mazāk apbrīno.
IT Identity Threat (ITIT): Loss of Competence-Based Self-Esteem (LCSE)	Using technology in my teaching... 5. ... makes me feel less confident that I understand things well enough to get work done. 6. ... makes me feel less confident	L'uso della tecnologia nel mio insegnamento... 5. ... mi fa sentire meno sicuro di capire le cose abbastanza bene da portare a termine il lavoro.	El uso de la tecnología en mi docencia ... 5. ... me hace sentir menos seguro de que entiendo las cosas lo suficientemente bien como para hacer el trabajo.	Използване на технологиите в преподаването ... 5. ... ме кара да се чувствам по-малко уверен, че разбирам нещата достатъчно добре, за да си свърша работата. 6. ... ме кара да се чувствам по-малко уверен, че	Tehnoloģiju izmantošana mācību procesā... 5. ... liek man justies mazāk pārliecinātam, ka es pietiekami labi saprotu lietas, lai paveiktu darbu. 6. ... liek man justies mazāk pārliecinātam

	about having the skills and knowledge needed to get work done. 7. ... makes me feel that I have less ability to get work done. 8. ... makes me feel that I do things poorly.	6. ... mi fa sentire meno sicuro di avere le abilità e le conoscenze necessarie per portare a termine il lavoro. 7. ... mi fa sentire meno capace di portare a termine il lavoro. 8. ... mi fa pensare che faccio male le cose.	6. ... hace que me sienta menos seguro de tener las habilidades y los conocimientos necesarios para hacer el trabajo. 7. ... me hace sentir que tengo menos capacidad para hacer el trabajo. 8. ... me hace sentir que hago las cosas mal.	притежавам уменията и знанията, необходими за извършване на работата. 7. ... ме кара да чувствам, че съм по-малко способен да си свърша работата. 8. ... ме кара да чувствам, че правя нещата зле.	par to, ka man ir nepieciešamās prasmes un zināšanas, lai paveiktu darbu. 7. ... liek man justies, ka man ir mazāk iespēju paveikt darbu. 8. ... liek man justies, ka es daru lietas slikti.
IT Identity Threat (ITIT): Loss of Authenticity-Based Self-Esteem (LASE)	Using technology in my teaching... 9. ... makes me feel displeased with who I am. 10. ... makes me feel less like the person I want to be. 11. ... makes me feel discouraged with who I am. 12. ... makes me take a less positive attitude toward myself as a person.	L'uso della tecnologia nel mio insegnamento... 9. ... mi fa sentire scontento di me. 10. ... mi fa sentire meno simile alla persona che voglio essere. 11. ... mi fa sentire deluso di me stesso. 12. ... mi fa avere un atteggiamento meno positivo verso me stesso come persona.	El uso de la tecnología en mi docencia ... 9. ... me hace sentir disgustado con lo que soy. 10. ... me hace sentir menos como la persona que quiero ser. 11. ... me hace sentir desanimado con lo que soy. 12. ... me hace adoptar una actitud menos positiva hacia mí mismo como persona.	Използване на технологиите в преподаването ... 9. ... ме кара да се чувствам недоволен от това, което съм. 10. ... ме кара да се чувствам по-малко като човека, който искам да бъда. 11. ... ме кара да се чувствам обезкуражен от това, което съм. 12. ... ме кара да имам по-малко положително отношение към себе си като личност.	Tehnoloģiju izmantošana mācību procesā... 9. ... liek man justies neapmierinātam ar to, kas es esmu. 10. ... liek man justies, ka es neesmu tas labs skolotājs par kuru gribēju kļūt. 11. ... liek man justies nepārlicinātam par to, kas es esmu. 12. ... mazina pozitīvu attieksmi pret sevi kā cilvēku.
Job Satisfaction	1. All in all I am satisfied with my job. 2. In general, I like my job. 3. In general, I like working here.	1. Nel complesso sono soddisfatto del mio lavoro. 2. In generale mi piace il mio lavoro. 3. In generale, mi piace lavorare qui.	1. En general, estoy satisfecho con mi trabajo. 2. En general, me gusta mi trabajo. 3. En general, me gusta trabajar en mi Centro.	1. Като цяло съм доволен от работата си. 2. Като цяло харесвам работата си. 3. Като цяло ми харесва да работя тук.	1. Kopumā esmu apmierināts ar savu darbu. 2. Kopumā man patīk mans darbs. 3. Kopumā man patīk šeit strādāt.

Age	How old are you?	Quanti anni hai?	¿Qué edad tienes?	На колко години сте?	Jūsu vecums?
Gender	What is your gender?	Qual è il suo sesso?	¿Cuál es tu género?	Какъв е полът Ви?	Jūsu dzimums?
Teaching seniority	How long have you been a teacher?	Da quanto tempo lei è un insegnante?	¿Cuánto tiempo llevas siendo profesor?	От колко време сте учител?	Cik ilgi esat skolotājs?
Teaching hours	How many hours do you teach per week on average?	Quante ore insegna in media a settimana?	¿Cuántas horas lectivas tienes por semana de media?	Колко часа седмично преподавате средно?	Cik stundas nedēļā jūs vidēji mācāt?
Class size	What is the average size of your classes?	Quanti studenti ci sono in genere in una classe?	¿Cuál es el tamaño medio de tus clases?	Какъв е средният размер на Вашите класове?	Kāds ir jūsu klašu ir vidējais lielums?