

# Demographic Factors and Job Satisfaction Among Teachers in Lower Secondary Schools in Albania

Enida Kume

## ABSTRACT

A sample of 198 Albanian teachers in lower secondary schools, randomly selected, was used for investigate the relationship between job satisfaction and their demographic factors. The objective of this study was therefore to examine the influence of demographic factors on job satisfaction of teachers in lower secondary, public and private, schools. Descriptive statistics, analyze of variances (ANOVA) and logistic regression analyze were used to analyze the data. The overall finding was that: (i) between job satisfaction among the teachers in lower secondary schools in Albania and their demographic characteristics a significant relationship was identified, (ii) Female teachers declare more satisfied as male teachers ( $3.97 \pm 0.3$  vs  $2.87 \pm 0.41$ ). The teachers' age and work experiences are positively correlated with job satisfaction ( $p < 0.01$ ). The teachers 31-40 years old have about 2.207 times higher chance to be satisfied than the teachers 20-30 ( $p < 0.01$ ) years old and the teachers who have a long teaching period, have about 2.6 times more opportunities to be satisfied compared to the teacher who have work experience  $< 5$  years ( $p < 0.01$ ). Civil status of teachers is a demographic determinant with a less influence on job satisfaction. The social-economic factors, property status of school (public or private) and residential area where the school is located (urban or peri-urban/rural), both have no significant influence on job satisfaction among the Albanian teachers in lower secondary schools.

**Keywords:** *Job satisfaction, demographic and social-economic factors, teachers in lower secondary schools*

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## I. INTRODUCTION

The study of the relationship between teachers' job satisfaction and their demographic characteristics is important for the interventions that can be made in public policy and in the different administration aspects in schools that offer studies in the lower secondary education cycle. [8] states that "Job satisfaction is a positive emotional state or manifestation of satisfaction caused by the employee's appreciation for his work or work experiences". [12] concluded that: "Alongside with job characteristics and organizational characteristics, the personal characteristics (demographic variables) are considered as primary determining factors to job satisfaction". A considerable amount of research on the role of gender, age, professional characteristics, teaching experience, civil and family status of teacher, together with factors related to the propriety status of schools (public or private) and zone (urban or rural areas) was conducted in different countries.

According to [27] "Studies of job satisfaction and teacher retention usually use teacher personal characteristics such as age and gender, teacher professional characteristics such as years of teaching experience, degree level and type..". In the same paper Toropova A. *et al.* theksojne se "Generally, research on teacher gender and job satisfaction is

characterised by a large degree of inconsistency..". [22] found that "...teachers' age being weakly correlated with job satisfaction, while gender had no effect". Crossman & Harris, 2006 in their paper publish "English teachers' job satisfaction revealed no significant gender differences" while in another paper [20] women were found to be more satisfied with the teaching job. In case of teachers in Public Primary Schools, Kenya, [6] have declare "...there was no significant difference between the levels of job satisfaction between male and female teachers. On the other hand, it was found that job satisfaction was positively correlated with the 'age of respondent' ( $r = 0.092$ ;  $p < 0.01$ ) and 'experience in teaching' ( $r = 0.081$ ;  $p < 0.05$ )". A considerable number of authors point out that "...the effects of teacher gender are rather mixed; one of the reasons for this may be the interaction with other professional and personal factors, as well as working environment aspects specific to a particular grade, domain level and school characteristics" [1], [13], [28].

The studies of relationship between job satisfaction among Albanian teachers in pre university education cycles and their demographic characteristics, are limited. Based on a survey of 1000 Albanian middle school teachers, [21] found that: "...some of the demographic and school characteristics (age, tenure, teacher level of education and school size) were negligibly related to overall teacher's job satisfaction".

[4] communicates "...job satisfaction among teachers in secondary high school in Albania is influenced by their demographics characteristics". He has identified a significant difference ( $p < 0.05$ ) between male and female. Level of job satisfaction increases with teachers' age. The age group over 49 is more satisfied than the age groups 35-49 and 25-34. Work experience has a positive effect. Older teachers in education are more satisfied than teachers with fewer years of service in education.

#### A. Propose of the study

The main purpose of this study is to identify the relationship between overall job satisfaction and demographic characteristics of Albanian teachers in lower secondary schools. Personal characteristics taken into this study are gender, age, education level and teaching experience. Another variable in the study is classroom size, number of pupils at classroom, related to school characteristics.

#### B. Objective of the study

Determine whether demographic factors have any influence on job satisfaction among teachers in lower secondary schools in Albania.

#### C. Hypothesis

H<sub>01</sub>: There is a significant relationship between job satisfaction among the teachers in lower secondary schools in Albania and their demographic characteristics.

H<sub>02</sub>: Property status of school (public or private) has no significant influence on job satisfaction among the Albanian teachers in lower secondary schools.

H<sub>03</sub>: Residential area where the school is located (urban or peri-urban/rural) has no significant influence on job satisfaction among the Albanian teachers in lower secondary schools.

#### D. Research Methods

The data analyses were performed by using of descriptive statistics, analysis of variances (ANOVA), and regression analysis. Based on the logistic regression analysis it was estimated *odds ratios* that the teachers are satisfied, corresponding of different levels for each demographic factor, and property status of schools and residential area where the school is located that are considered as socio-economics factors. The binary logistic regression model used in this study is follow:

$$Y_{ijn} = \beta_{0j} + \beta_{1j}X_{1ij} + \beta_{2j}X_{2ij} + \varepsilon_{ijn}$$

where:

Y - dependent variable, whose value is one of two states:

Teacher is satisfied (1), Teacher is not satisfied (0).

X<sub>1ij</sub> - independent variables- demographic characteristics of teachers: gender, age, work experience, civil status

X<sub>2ij</sub> - independent variables: socio-economic factors- property status of schools and residential area where the school is located.

The values of the dependent variable, which reflects the job satisfaction of teachers, were calculated according to the rule:

Teachers for whom the average value of total job satisfaction is  $\leq 2.9$ , are classified in the group of dissatisfied teachers,  $y = 0$ .

Teachers for whom the average value of total job satisfaction is  $\geq 3.0$ , are classified in the group of teachers satisfied with the job,  $y = 1$ .

#### E. Data

The data for this study derive from the answers received from 198 teachers in lower secondary schools. These schools are distributed in the central region of Albania, where live about 69% of the Albanian population. The questionnaire used was drafted after consultation with the literature [4], [5], [15], [18], [25], [26], [31]. There are 22 questions in the questionnaire (6 questions that correspond to factors of motivation and 16 hygiene factors). The answers to the questions generate the values of a five-point Likert scale, with 1=strongly disagree; 2=disagree; 3= between agreeing and disagree; 4=agree; and 5=strongly agree.

#### F. Characteristics of sample

About 18% of teachers interviewed are male. In Albania, male teachers in lower secondary schools make up about 16%. About 12.6% of the teachers working in private schools. Nationwide, private lower secondary schools account for about 10.2% of the total number of these schools. The sample is also representative in terms of the distribution of schools in urban and peri-urban / rural areas (71.8% / 28.8% vs 67.3% / 32.7%;  $p < 0.05$ ) (Table .1)

TABLE 1 CHARACTERISTICS OF SAMPLES

	Number	%
<b>Gender</b>		
Female	162	81.8
Male	36	18.2
<b>Age</b>		
20-30 year old	49	24.7
31-40 year old	80	40.4
>40 year old	69	34.8
<b>Work experience</b>		
< 5 years	55	27.8
5-10 years	67	33.8
>10 years	76	38.4
<b>Civil status</b>		
Single	31	15.7
Married	126	63.6
Divorced	29	14.6
Widow/ wifeless	12	6.1
<b>Property status</b>		
Private school	25	12.6
Public school	173	87.4
<b>Areas</b>		
Urban	141	71.8
Periurban/rural	57	28.8

## II. RESULTS - DESCRIPTIVE ANALYZE

In Table.2 are shown the results of descriptive analysis and ANOVA-One way.

TABLE 2 DESCRIPTIVE ANALYSIS AND ONE-WAY ANOVA RESULTS OF DEMOGRAPHIC CHARACTERISTICS AND SOCIO-ECONOMIC FACTORS ON JOB SATISFACTION

FACTORS ON JOB SATISFACTION							
	Items	Number	Mean	Std. Dev.	F	Sign.	Difference
Gender	Female	162	3.97	0.30	t-value	0.05	Significant difference (p<.05)
	Mal	36	2.87	0.49	1.91*		
Age	20-30 years old	49	2.98	0.49	4.21*	0.04	Teacher 31-40 years old and 20-30 years are statistically significantly (p<.05) different. Teacher >40 years old and 20-30 years old are statistically significantly (p<.05) different.
	31-40 years old	80	4.02	0.41			
	>40 years old	69	3.76	0.51			
Work experience	< 5 years	55	2.51	0.52	6.92**	0.01	Teacher with <5 years and 5-10 years experience are statistically significantly (p<.01) different. Teacher >10 years old and <5 years experiences are statistically significantly (p<.01) different.
	5-10 years	67	4.21	0.39			
	>10 years	76	3.96	0.46			
Civil status	Single	31	3.24	0.49	3.07*	0.058	Teacher widow and single are statistically significantly (p<.05) different.
	Married	126	3.89	0.51			
	Divorced	29	3.72	0.39			
	Widow	12	4.02	0.32			
Property status	Private	25	3.43	0.51	1.12 <sup>NS</sup>	0.164	No significant difference among the groups (p>.05)
	Public	173	3.38	0.44			
Areas	Urban	141	3.57	0.50	1.07 <sup>NS</sup>	0.172	No significant difference among the groups (p>.05)
	Periurban/rural	57	3.12	0.42			
Overall job satisfaction		198	3.41 ± 0.47				

<sup>NS</sup> p>0.05; \* p<0.05; \*\* p<0.01

In Table 3 are shown the results of logistic regression

TABLE 3 RESULTS OF LOGISTIC REGRESSION

Items	Dependent variable: Job satisfaction Satisfied (1), Not satisfied (0)	
	β	odds ratios
<b>Gender</b> Reference: Mal		
Female	0.579*	1.784
<b>Age</b> Reference: 20-30 years old		
31-40 years old	0.792*	2.207
>40 years old	0.684*	1.983
<b>Work experience</b> Reference: < 5 years		
5-10 years	0.964**	2.624
>10 years	0.925**	2.521
<b>Civil status</b> Reference: Single		
Married	0.387	1.402
Divorced	0.495	1.641
Widow	0.639*	1.878
<b>Property status</b> Reference: Private school		
Public school	-0.080 <sup>NS</sup>	0.923
<b>Areas</b> Reference: Peri urbane/rural areas		
Urbane areas	0.065 <sup>NS</sup>	1.067

<sup>NS</sup>  $p > 0.05$ ; \*  $p < 0.05$ ; \*\*  $p < 0.01$

Referring to the above results can be asserted:

#### A. Gender

The results of Table 2 indicate that female teachers in lower secondary schools are most satisfied with their job then male teachers ( $p < 0.05$ ). The chances for female teachers to be satisfied with their teaching work are estimated to be about 1.78 times higher than for male teachers. This result is similar to the results communicated by other authors [2], [3], [9], [10], [11], [16], [20], [23], [24].

A similar result was communicated by [4], while [21] emphasize that the job satisfaction among Albanian teachers in the pre-university system is not influenced by gender.

#### B. Age

Age is identified as a factor with statistically significant effect ( $p < 0.05$ ) on job satisfaction among Albanian teachers in lower secondary school. The difference in the level of job satisfaction between teachers 31-40 year old and teachers 20-30 years old are statistically significantly ( $p < 0.05$ ).

The chances for teachers 31-40 year old to be satisfied is estimated to be about 2.207 times higher than for teachers 20-30 years old. For teachers > 40 years old the chances of being satisfied with the teaching work they are about 1.98 times greater than their colleagues 20-30 years old.

The same type of relationship between the teacher's age with his job satisfaction has been communicated by other authors [7], [17], [19]. According to them "...the older the teacher is, the greater the chances that he will be satisfied at work"

#### C. Work experience

The results given in Table no.2, 3 confirm the relationship between teaching experience and job satisfaction ( $p < 0.01$ ). More years of teaching are positively associated with job satisfaction in among the Albanian teachers in lower secondary education schools. The increase of the teaching period has, as a consequence, the increase of work experience, the better adaptation of the teacher to the different situations in teaching process, their professional growth and the increase of the feeling their work as a mission. These are factors that increase the level of job satisfaction among teacher will long teaching period, which as a rule, has a greater value than young teachers and / or teachers with less years of work experience as teachers. The study confirms that teachers who have a long teaching period, have about 2.6 times more opportunities to be satisfied compared to the teacher who have work experience <5 years. Similar results have been communicated by other authors [7], [30].

#### D. Civil status

Civil status is identified as a factor with a statistically significant effect ( $p < 0.05$ ) on job satisfaction among teacher. Meanwhile, it is important to note that the significant difference in the level of job satisfaction is identified only when comparing single teachers with teachers that are widow ( $p < 0.05$ ). No significant differences in the level of job satisfaction are identified between teachers who have other civil status.

In contrast to communications made by other authors [17], [24], [30] this result shows that the hypothesis according to which civil status is not a factor with an important effect on

job satisfaction among Albanian teacher in lower secondary education schools is even more likely to be true.

#### E. Property status and areas where the school is located

The study does not support the hypothesis about the relationship between property status of the school, its location and the level of job satisfaction among the teachers. This is a result similar to the results communicated by [2], [4], [21], [24], [29].

### III. CONCLUSION

Between job satisfaction among the teachers in lower secondary schools in Albania and their demographic characteristics was identified a significant relationship. Female teachers declare more satisfied as male teachers. The teachers' age and work experiences are positively associated with job satisfaction. Civil status of teachers is a determinant with a small influence on job satisfaction.

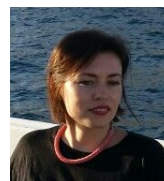
The social-economic factors, property status of school (public or private) and residential area where the school is located (urban or peri-urban/rural), both have no significant influence on job satisfaction among the Albanian teachers in lower secondary schools.

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