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DEMOGRAPHIC CHARACTERISTICS AND JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS

Abstract

Satisfied employees are more productive and create a better work atmosphere. The extent to which the teachers are satisfied with their job has a significant impact on pupils' quality of teaching and motivation. Many personal and organizational factors can influence job satisfaction. The aim of this study was to investigate whether there are differences in overall job satisfaction of teachers in primary schools in Bosnia and Herzegovina depending on teachers' demographic characteristics: gender, age, duration of service, position (class teachers/subject teachers), job affection, and marital status. The sample consisted of 907 teachers (80.8% female) from 32 elementary schools, aged 22 to 66 ($M = 39.99$, $SD = 9.23$). We used the Overall Job Satisfaction Measure (Brayfield & Rothe, 1951, adapted by Guzina, 1980) and demographic characteristics questionnaire. The analysis of variance and post-hoc test LSD was used for data processing. Statistically, a significant difference has been determined in overall job satisfaction considering gender, service duration, position, job affection, and marital status. Male teachers with 6 to 15 years of service, subject teachers, teachers who are not sure if they like their job, and unmarried teachers are the least satisfied with the job. This study suggests that overall job satisfaction is present in varying degrees in different demographic categories of teachers. It is up to future studies to examine satisfaction with certain aspects of the job in different demographic categories of teachers so that more specific measures can be created to increase job satisfaction for teachers.

Key words: overall job satisfaction, demographic characteristics, teachers

Introduction

Job satisfaction is one of the most studied employees' attitudes (Alotaibi, 2001; Parnell & Crandall, 2003). The reason is to be found in the belief that a satisfied employee is a productive employee and that the organisation's success cannot be achieved with dissatisfied employees. Job satisfaction is a cognitive, affective and evaluative response of an individual to his/her job (Grinberg, 1998). Therefore,

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it is a very complex attitude that includes certain assumptions and beliefs of an individual about his/her job, feelings towards the job and evaluation of his/her job. Job satisfaction can be studied in two ways: a holistic or facets approach (Wright, 2006). A holistic approach treats job satisfaction as a one-dimensional construct, i.e. one central feeling related to a job resulting from work experience (Wright, 2006). Facets approach to job satisfaction defines job satisfaction as a multi-dimensional construct, i.e. from the angle of work situation, and includes examining relevant work aspects, which contribute to the total job satisfaction. These aspects imply salary, management style, relationships with associates, advancement opportunities, and similar (Spector, 1985; Wright, 2006). According to this approach, job satisfaction presents satisfaction with certain aspects of the job, which emerges from comparing the current state of the job aspect and the reference framework a person relates to this aspect (Spector, 1985). Based on the above mentioned, we can say that teacher job satisfaction is the attitude of teachers towards the aspects of their work role, which arose as a result of the relationship between their work competencies, expectations and requirements of the work role on the one hand, and psychosocial conditions in which this role is realized on the other hand (Majstorović, Matanović & Gligorijević, 2017). Most studies today use the facets approach to job satisfaction since it provides more detailed and complete insight into the reasons for job (dis)satisfaction (Oshagbemi, 1999).

Job satisfaction is essential for the smooth functioning of each organization, including schools. More satisfied employees are more motivated and productive, less absent from work and less likely to leave a job (Judge, Thoresen, Bono & Patton, 2001; Kohler & Mathieu, 1993; Koys, 2001). Also, satisfied employees create a better working atmosphere and positively impact the contribution of other colleagues (Koys, 2001). The level of job satisfaction is a significant factor for the work and overall well-being of employees. A significant correlation was found between job satisfaction and employees' physical and mental health (e.g., Gechman & Wiener, 1975; Vecchio, 1995). Job dissatisfaction is significantly correlated with the emergence of burnout syndrome, depression and anxiety (e.g., Faragher, Cass, & Cooper, 2005). Studying teachers' job satisfaction is a significant research field since teacher job (dis)satisfaction is reflected not only on teachers but also on the teaching process and the students. Teacher job satisfaction greatly impacts students' motivation and the stability and quality of learning and teaching. Studies that have dealt with the effects of teacher job satisfaction show that greater job satisfaction leads to higher work engagement and efficiency of teachers and the establishment of better working conditions within the school as an organization (e.g., Hoerr, 2013; Ugrinović, Dobrijević, & Boljanović-Đorđević, 2015). In addition to this, the results of existing studies (e.g. Klassen & Chiu, 2010; Shann, 1998) indicate that teachers who are more satisfied with their job are more attached to the school and have no intention leaving their job. Also, the results of existing studies (e.g., Brackett, Palmer, Moses-Kaja, Reies & Salovei, 2010; Skaalvik

& Skaalvik, 2009; Zečević, Mirković & Marinković, 2020) show that teachers who are more satisfied with their job are less prone to burnout. Job satisfaction is essential for the smooth functioning of each organization, including schools. More satisfied employees are more motivated and productive, less absent from work and less likely to leave a job (Judge, Thoresen, Bono & Patton, 2001; Kohler & Mathieu, 1993; Koys, 2001). Also, satisfied employees create a better working atmosphere and positively impact the contribution of other colleagues (Koys, 2001). The level of job satisfaction is a significant factor for the work and overall well-being of employees. A significant correlation was found between job satisfaction and employees' physical and mental health (e.g., Gechman & Wiener, 1975; Vecchio, 1995). Job dissatisfaction is significantly correlated with the emergence of burnout syndrome, depression and anxiety (e.g., Faragher, Cass, & Cooper, 2005). Studying teachers' job satisfaction is a significant research field since teacher job (dis)satisfaction is reflected not only on teachers but also on the teaching process and the students. Teacher job satisfaction greatly impacts students' motivation and the stability and quality of learning and teaching. Studies that have dealt with the effects of teacher job satisfaction show that greater job satisfaction leads to higher work engagement and efficiency of teachers and the establishment of better working conditions within the school as an organization (e.g., Hoerr, 2013; Ugrinović, Dobrijević, & Boljanović-Đorđević, 2015). In addition to this, the results of existing studies (e.g., Klassen & Chiu, 2010; Shann, 1998) indicate that teachers who are more satisfied with their job are more attached to the school and have no intention leaving their job. Also, the results of existing studies (e.g., Brackett, Palmer, Moses-Kaja, Reies & Salovei, 2010; Skaalvik & Skaalvik, 2009; Zečević, Mirković & Marinković, 2020) show that teachers who are more satisfied with their job are less prone to burnout.

The job satisfaction of employees depends on numerous individual factors, such as personality traits, life satisfaction, work experience, age, and other, as well as organizational factors, which include the job itself, reward system, working conditions, co-workers, organizational structure etc. (Franceško & Mirković, 2008; Spector, 1997). When it comes to organizational factors of teachers' job satisfaction, the results of a study performed by Sharma and Jyoti (2006), which was conducted on a sample of elementary school teachers in the USA, show that teachers job satisfaction is mainly affected by salary, perception of school management support, working conditions, available resources and students' behaviour. Another American study, which encompassed a sample of 36.000 teachers in elementary and high schools (Perie & Baker, 1997), showed that good cooperation with parents, school management support, student behaviour, school work atmosphere, and teachers' autonomy are positive predictors of teacher job satisfaction. A study conducted in Great Britain (Oshagbemi, 1999) proved that the factor that had the greatest influence on teachers' job satisfaction is the job itself. The factors that most affected the teacher's job dissatisfaction are salary and (the lack of) possibility of promotion. A job satisfaction of employees depends

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Concerning individual factors of teachers' job satisfaction, studying job satisfaction predictors on a sample composed of university professors in Serbia proved that personality traits pleasantness and neuroticism are considered significant predictors of job satisfaction. Professors who are more pleasant are also more satisfied with their job, while more neurotic professors are less satisfied with the job (Matanović, 2009). A slightly larger number of studies dealt with socio-demographic correlates of teacher job satisfaction. Still, the results of those studies are often contradictory. Thus, for example, Paul and Phua (2011) and Sseganga and Garrett (2005) did not determine a significant connection between gender and teacher job satisfaction. However, Bishay (1996), Demato (2001), Dinham and Scott (2000), and Perie and Baker (1997) determined that female teachers were more satisfied with their job. Ohide et al. (2017) believe that a reason for this may be that women are more present in this profession. Similarly, Paul and Phua (2011) and Sseganga and Garrett (2005) did not determine any significant correlation between age, work experience and marital status on one side and teacher job satisfaction on the other, while Cetin (2006), Demato (2001), DeVaney and Chen (2003) and Raisani (1988) determined that teachers with longer work experience (more than 10 years) and married teachers are more satisfied with their job. Such a result can be explained by the fact that older teachers and teachers with longer work experience, even if they showed dissatisfaction with their job in the beginning, will become more satisfied with their job over time due to cognitive dissonance. By staying in a certain job, the individual becomes more efficient in performing the job, which partially leads to greater satisfaction (Franceško & Mirković, 2008). If we talk about the relation between marital status and job satisfaction, the reason for the obtained result can be found in "the spillover effect". Namely, marital status positively impacts overall life satisfaction, which then spills over to job satisfaction (Franceško

& Mirković, 2008). Also, the results of some studies (e.g. Raisani 1988; Demato, 2001) showed that teachers who find their salaries adequate had significantly higher levels of job satisfaction than those who don't. Finally, the results of one study conducted in Croatia (Koludrović, Jukić & Reić Ercegovac, 2009) point out significant differences in job satisfaction between class teachers and subject specialized teachers, whereby class teachers are more satisfied with the job than the subject specialized teachers. The authors believe there are several potential reasons. First, the study curriculum for class teachers provides a better image of the future profession. It prepares them systematically for class teachers' role, which means they have more realistic expectations once they start working. Namely, by choosing the study curriculum class, teachers consciously accept teachers' role, unlike the subject specialized teachers whose study curriculum enables them to work in other jobs/positions related to the subject they specialized for, not just at schools. Second, unlike subject specialized teachers, class teachers are more extensively and thoroughly trained for the teaching job from the beginning of their studies. And third, class teachers have greater flexibility in curriculum, time and space frameworks. Class teachers stay with their students for several years and have more freedom to organize their work time, which enables them to get to know the needs and possibilities of their students better, and thus create an opportunity for self-realization of both teachers and students (Koludrović, Jukić & Reić Ercegovac, 2009).

Since teacher job satisfaction significantly impacts the quality of teaching and student motivation, it is important to increase teacher job satisfaction constantly. Still, the number of studies dealing with teacher job satisfaction in our country is deficient, and interventions aimed at increasing teacher job satisfaction are rarely implemented in practice. To design and implement an intervention that would lead to increased teacher job satisfaction, it is necessary to know which categories of teachers are not satisfied with the job. Therefore, this study aimed to investigate whether there are differences in teachers' overall job satisfaction depending on teachers' demographic characteristics: gender, age, duration of service, position (class teachers/subject teachers), job affection, and marital status. Having in mind the findings of the previous studies (e.g. Bishay, 1996; Cetin, 2006; Demato, 2001; DeVaney & Chen, 2003; Dinham & Scott, 2000; Koludrović, Jukić & Reić Ercegovac, 2009; Raisani, 1988), we expect that female teacher, older teachers, teachers with more years of service, class teachers, teachers who like their job, and married teachers are more satisfied with their job.

Method

Participants and procedure

The sample consisted of 907 teachers (80.8% female) from 32 elementary schools in Bosnia and Herzegovina. There were 46.1% of class teachers and

53.9% of the subject teachers. To be able to compare our results with the results of previous studies of job satisfaction on a sample of teachers, we followed the practice of those studies and divided the sample into five age cohorts: up to 25 years of age (3.4%), 26-35 years (32.7%), 36-45 years (41.2%), 46-55 years (15.2%) and over 56 years (7.4%). In terms of the duration of service, the sample was divided into four cohorts: up to 5 years of service (21.8%), 6-15 years (40.4%), 16-25 years (26.1%) and more than 26 years (11.7%). For the marital status, 69.3% were married and 30.7% were not married.

Data were collected in schools during working hours using a paper-and-pencil format, under the supervision of the researchers. The participants filled out the questionnaires in groups. Participation was anonymous and voluntary.

Instruments

Overall Job Satisfaction Scale (OJS; Brayfield & Rothe, 1951, adapted by Guzina, 1980). The questionnaire consists of 18 items. The participants' responses to the OJS are given on a 5-point Likert type scale from 0 (*Strongly disagree*) to 5 (*Strongly agree*). Higher results on the scale indicate a higher level of overall job satisfaction. For this study, the Cronbach's alpha was .84.

Socio-demographic Characteristics Questionnaire. The questionnaire consisted of seven questions about the following demographic characteristics: gender (male/female), age, duration of service, position (class teachers/subject teachers), job affection (I like my job/I'm not sure if I like my job/I don't like my job), and marital status (married/unmarried).

Data analysis

For data analysis, we used the following statistical procedures: descriptive statistics, t-test for independent samples, Analysis of Variance (ANOVA) and the following post-hoc tests. Data analysis was performed using the statistical software package SPSS for Windows, version 22.0.

Results

Table 1 presents the descriptive statistical measures for the Overall Job Satisfaction Scale. Measures of average and variability, skewness and kurtosis indicate that results of respondents were pushed towards higher values (Tabachnick & Fidell, 2001).

Table 1
Descriptive statistical measures for the Overall Job Satisfaction Scale

	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	<i>Sk</i>	<i>Ku</i>
Job satisfaction	21	90	71.34	8.82	-.79	2.03

The results of the t-test for independent samples have shown significant differences, of moderate intensity, in overall job satisfaction considering the gender of teachers ($t(903) = 3.09, p = .002, \eta_p^2 = .013$). Female participants show a higher level of job satisfaction ($M = 71.83, SD = 8.22$) than men ($M = 69.20, SD = 10.73$) (Figure 1).

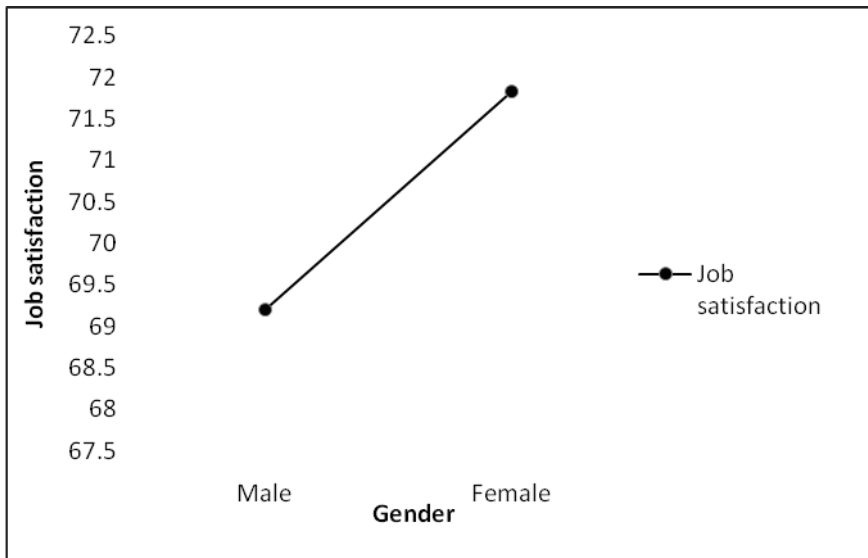


Figure 1. *The relationship between gender and job satisfaction*

The ANOVA results have shown a significant difference, of moderate intensity, in overall job satisfaction considering the duration of service of teachers ($F(3,903) = 3.82, p = .010, \eta_p^2 = .012$). Applying the Bonferroni correction ($p = .012$) did not change the previously obtained results. Results of LSD post hoc test reveal that teachers with less than 5 years of service show the highest level of overall job satisfaction ($M = 72.80, SD = 8.72$), while teachers with 6-15 years of service show the lowest level of overall job satisfaction ($M = 70.30, SD = 8.81$). Teachers with 16-25 years of service and those with more than 26 years of service do not significantly differ in overall job satisfaction, nor do they differ significantly in overall job satisfaction from teachers with less than 5 years and 6-15 years of service (Figure 2).

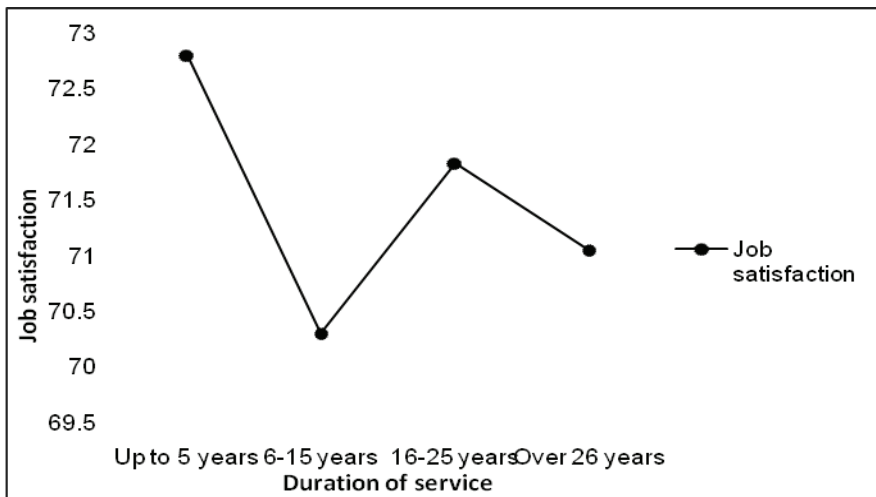


Figure 2. *The relationship between duration of service and job satisfaction*

The results of the t-test for independent samples have shown a significant difference, of moderate intensity, in overall job satisfaction considering the position of teachers ($t(903) = 5.06, p = .000, \eta_p^2 = .026$). Class teachers show a higher level of overall job satisfaction ($M = 72.87, SD = 8.15$) than subject teachers ($M = 70.02, SD = 9.16$) (Figure 3).

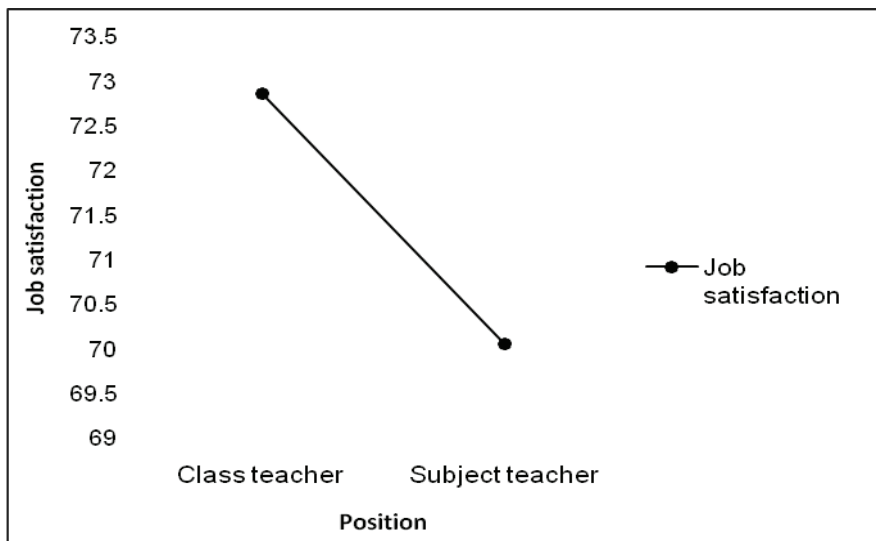


Figure 3. *The relationship between position and job satisfaction*

The results of the ANOVA have shown a significant difference, of moderate intensity, in overall job satisfaction considering the job affection of teachers ($F(2,904) = 31.31, p < .001, \eta_p^2 = .066$). Applying the Bonferroni correction ($p < .017$) did not change

the previously obtained results. Results of LSD post hoc test reveal that teachers who like their job show the highest level of overall job satisfaction ($M = 71.75, SD = 8.46$). Teachers who are not sure if they like their job show the lowest level of overall job satisfaction ($M = 59.20, SD = 9.70$). Teachers who don't like their job and teachers who are not sure if they like their job do not significantly differ in overall job satisfaction (Figure 4).

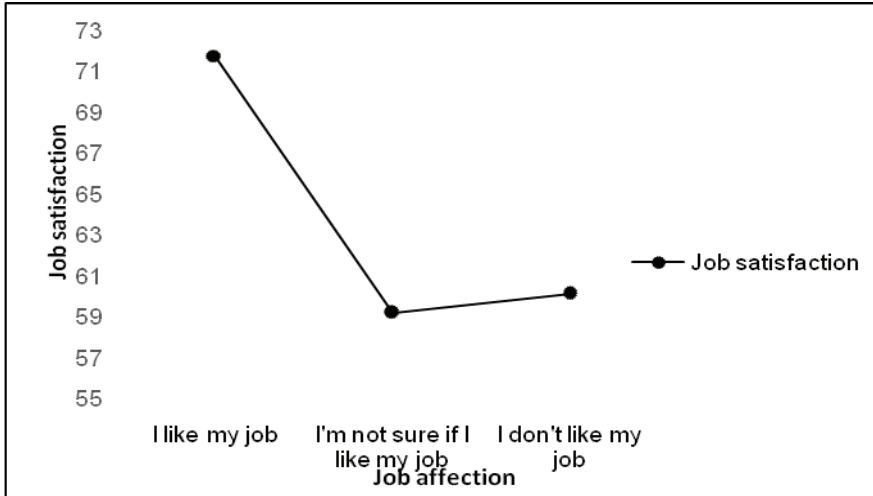


Figure 4. The relationship between job affection and job satisfaction

The results of the t-test for independent samples have shown a significant difference, of small intensity, in overall job satisfaction considering the marital status of teachers ($t(903) = -2.27, p = .024, \eta_p^2 = .006$). Married teachers show a higher level of overall job satisfaction ($M = 71.84, SD = 8.33$) than unmarried teachers ($M = 70.19, SD = 9.76$) (Figure 5).

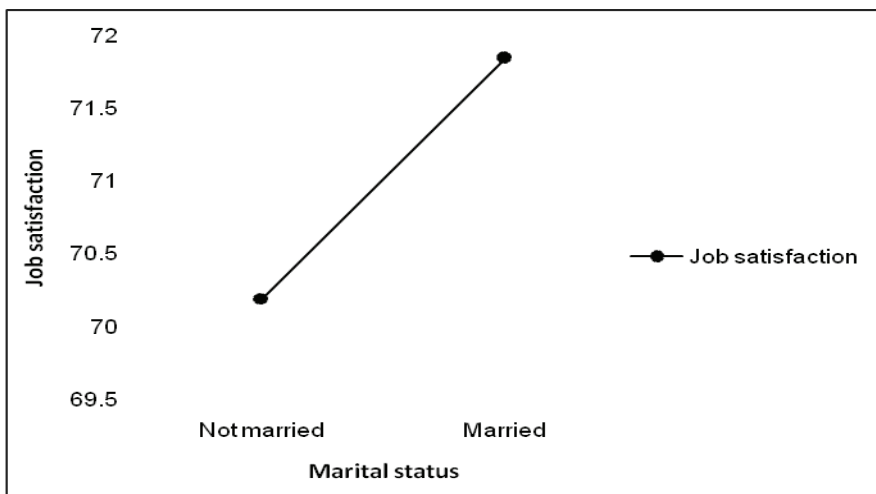


Figure 5. The relationship between marital status and job satisfaction

The results of the ANOVA have shown that there are no significant differences in overall job satisfaction considering the age of teachers ($F(4,902) = 2.07, p = .082, \eta_p^2 = .009$).

Discussion and conclusion

This study aimed to investigate whether there are differences in teachers' overall job satisfaction depending on their socio-demographic characteristics. The obtained results have shown the significant differences in teachers' overall job satisfaction depending on their socio-demographic characteristics: gender, duration of service, position, job affection, and marital status. Some of the obtained results are following those of previous studies and some differences.

When it comes to gender, female teachers have shown a higher overall job satisfaction than male teachers. Also, some previous studies (e.g., Bishay, 1996; Dinham & Scott, 2000; Malik, 2013) indicate that female teachers are more satisfied with the job than male teachers. Ohide et al. (2017) believe that the reason can be found in the fact that women more often choose this profession. Reviewing local studies (e.g., Pralica, Zečević & Marinković, 2018; Subotić, 2010) as well as studies from around the region (e.g., Marić et al., 2020; Vidić, 2009) conducted on the samples of teachers, we can see that the sample of teachers is indeed composed mostly of women. Thus, in our culture, the obtained results may be interpreted from the aspect of gender roles, which implies teacher job as a profession more often chosen by women in our culture and society. The teaching profession has been presented by a phrase "the right job for a woman". On the other hand, from the cultural perspective, men are "predestined" for engineering, legal, economic and physical jobs.

As for service duration, teachers with less than 5 years of service show the highest overall job satisfaction level. In addition to this, we can see that the lowest job satisfaction is characteristic for teachers with 6 and 15 years of service and that job satisfaction increases with teachers who have 16 to 25 years of service. The obtained results follow the results obtained in previous studies (e.g., Cetin, 2006; DeVaney & Chen, 2003; Malik, 2013) and the general trend following the relation between service and job satisfaction in a different profession. This trend is not linear (Franceško & Mirković, 2008; Van Maele & Van Houtte, 2012). Namely, only after ten years spent doing a specific job and organization of the job, the employees start realizing certain shortcomings in the organization and the job, which leads to certain job dissatisfaction (Franceško & Mirković, 2008). It is possible that teachers who have just started doing this job and are still doing it with enthusiasm do not still see shortcomings that occur in their job or do not see them as problems, which is why they have the highest level of job satisfaction. Besides, considering the bad economic factors and the situation in the region's labor market, young people may be satisfied just because they have a job. Van Maele and Van Houtte

(2012) believe that the decline in job satisfaction may occur due to a “material fatigue” that teachers work too hard, burn out and consequently feel a lower level of job satisfaction. Besides burn out at work, the decline in job satisfaction can also be explained by changes in the structure of aspirations related to work. Namely, after some time spent in educational institutions teaching, teachers start summarizing their work experience and, based on their unfulfilled expectations, realize that their careers are not developing in the desired direction, giving up on initial aspirations, and becoming dissatisfied with their jobs. This decline in teacher job satisfaction most often describes the decline in satisfaction related to teachers’ rewarding, school management style and communication. The increase in job satisfaction towards the end of their professional careers can be explained by increased conformism and older teachers’ desire to keep being active in school and continue their professional lives (Van Maele & Van Houtte, 2012).

Considering the position, class teachers have shown a higher level of overall job satisfaction than subject teachers. The obtained result follows the results of the study Koludrović, Jukić and Reić Ercegovac (2009) conducted in Croatia, which also indicates that class teachers have higher job satisfaction than subject teachers. The study curriculum for class teachers prepares them more adequately for the teaching job, educational work with students and cooperation with parents, unlike subject teachers who choose study curriculums that prepare them for specific professions which are not necessarily related to educational settings. Thus, class teachers enter the job more prepared, skilled and with more realistic expectations, which can be a significant factor in higher job satisfaction with teachers. In addition to this, class teachers, unlike subject teachers, are more flexible in curriculum, time and space frameworks within their work.

As for the marital status, married teachers have shown a higher overall job satisfaction than unmarried teachers. The obtained results follow the general trend between marital status and job satisfaction (Franceško & Mirković, 2008). They can be explained by the spill-over effect, meaning that marital status positively impacts overall life satisfaction, which then spills over to job satisfaction (Franceško & Mirković, 2008).

Considering the age of teachers, there were no significant differences in teacher overall job satisfaction. The obtained results are in line with the results of some earlier studies conducted on a sample of teachers (e.g., Paul & Phua, 2011; Sseganga & Garrett, 2005), but they are not following the trend we can find in another profession, where older employees are more satisfied with the job than younger employees (Franceško & Mirković, 2008).

Finally, the present study has several limitations. First, the study used a convenience sampling method, so our sample most probably is not representative. Second, the study used a measure of overall job satisfaction. Therefore, future research should examine satisfaction with certain aspects of the job so that more specific measures can be created to increase job satisfaction for teachers. Third, personal factors, such as personality traits, motivation, self-efficacy or alignment of

personal interests and job and organizational factors, such as working conditions, work colleagues or school climate, are important factors of job satisfaction (e.g. Frančesko & Mirković, 2008; Ma & MacMillan, 1999; Malinen & Savolainen, 2016; Van Maele & Van Huetten, 2012), were not included in this research. Therefore, future research should examine their contribution to teacher job satisfaction.

In conclusion, this study's results have shown that gender, duration of service, position, job affection, and marital status are significant determinants of teacher job satisfaction. The results suggest that intervention programs aimed to increase teacher job satisfaction should primarily target male teachers, teachers with 6 to 15 years of service, subject teachers and unmarried teachers because they are the least satisfied with the job. Yet, to make the interventions as effective as possible, it is also necessary to examine what aspects of the job these categories of teachers are not satisfied with to work on their improvements. Teacher job satisfaction has a significant impact on the motivation of students, stability and quality of teaching. Therefore, it is important to work on increasing teacher job satisfaction constantly.

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DEMOGRAFSKE KARAKTERISTIKE I ZADOVOLJSTVO POSLOM NASTAVNIKA U OSNOVNIM ŠKOLAMA

Rezime

Zadovoljni zaposleni su produktivniji i stvaraju bolju radnu atmosferu. Zadovoljstvo poslom nastavnika u značajnoj mjeri utiče na kvalitet podučavanja i motivaciju učenika. Na zadovoljstvo poslom mogu uticati brojni lični i organizacioni faktori. Cilj ovog istraživanja je ispitati da li postoje razlike u ukupnom zadovoljstvu poslom nastavnika u osnovnim školama u Bosni i Hercegovini u zavisnosti od njihovih demografskih karakteristika: pol, starost, dužina radnog staža, pozicija (učitelji/nastavnici predmetne nastave), odnos prema poslu i bračni status. Uzorak je činilo 907 nastavnika (80,8% žena) iz 32 osnovne škole, starosti od 22 do 66 godina ($AS = 39,99$, $SD = 9,23$). Korištena je mjera ukupnog zadovoljstva poslom (Brayfield & Rothe, 1951, adaptirala Guzina, 1980) i upitnik demografskih karakteristika. U obradi podataka korišćena je analiza varijanse i post-hoc test LSD. Utvrđena je statistički značajna razlika u ukupnom zadovoljstvu poslom nastavnika s obzirom na pol, dužinu radnog staža, poziciju, odnos prema poslu i bračni status. Muškarci, nastavnici sa 6 do 15 godina radnog staža, nastavnici predmetne nastave, nastavnici koji nisu sigurni da li im se sviđa njihov posao i nastavnici koji nisu u braku najmanje su zadovoljni poslom. Rezultati ovog istraživanja sugerišu da je ukupno zadovoljstvo poslom prisutno u različitim stepenu u različitim demografskim kategorijama nastavnika. Na budućim studijama je da ispituju zadovoljstvo pojedinim aspektima posla u različitim demografskim kategorijama nastavnika, kako bi se mogle kreirati specifičnije mjere u cilju povećanja zadovoljstva poslom nastavnika.

Ključne riječi: ukupno zadovoljstvo poslom, demografske karakteristike, nastavnici

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