

# THE RELATIONSHIP BETWEEN JOB SATISFACTION, DEMOGRAPHIC AND SCHOOL CHARACTERISTICS AMONG BASIC EDUCATION TEACHERS IN ALBANIA

**Edmond Rapti, Theodhori Karaj**

University of Tirana, Albania

E-mail: edi\_rapti@yahoo.com, dhorikaraj@yahoo.com

## Abstract

*The purpose of this descriptive-correlation study was to describe the overall level of job satisfaction, also relationships among job satisfaction, demographic characteristics and school characteristics for teachers in the basic education system in Albania. For this purpose a survey was conducted for 1000 basic education teachers<sup>1</sup> randomly selected in 40 schools representing different regions in Albania. The questionnaire was composed of items which measured demographic and school characteristics. Job Satisfaction Index (Bayfield and Roth's, 1951) was used to measure the overall job satisfaction. The reliability coefficient of this scale was 0.85. The research data was analyzed by Correlation and descriptive analysis, Kruskal – Wallis Test and Mann-Whitney Test.*

*The findings indicated that the basic education teachers in Albania were moderately satisfied with their job and 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.*

**Key words:** *demographic characteristics, school characteristics, teacher job satisfaction.*

## Introduction

Basic education system in Albanian has undergone a process of major and complex changes for almost two decades. Teachers have quit their profession and have looked for new opportunities concerning job mobility under this process. The number of people studying to become teachers has decreased. Such facts lead to the need of studying job satisfaction level for teachers in order to identify a steady factor which influences job performance up to the extent of job dismissals, and work motivation (Judge & Bono, 2001).

Job satisfaction is a positive emotional state which results from work experience (Locke, 1976). This state involves the individual emotions and thoughts. Studies have proved that job satisfaction is influenced by complex factors like people personality, cultural factors as well as job related factors. Studies for job satisfaction have advanced a lot after the publishing of the theory related to job satisfaction and dissatisfying factors (Herzberg, Mausner & Drankoski, 1959). According to this theory five factors that reveal job satisfaction is success and achievements at work, estimation, work itself, responsibility and progress are determining

---

<sup>1</sup> In Albania, basic education comprises primary education (first stage of basic education, grades 1-5) and lower secondary education (second stage, grades 6-9).

factors of job satisfaction. Five other factors like administration and policies, supervision, salary, interpersonal relations and work conditions are determiners to job dissatisfaction. These factors have been subject of studies in both organisational psychology and education. But studies in education field cover other more specific factors such as pupils' disturbing behaviour, parent support, professional autonomy, common decision making, school security, etc.

Alongside with job characteristics and organisational characteristics, the personal characteristics (demographic variables) are considered as primary determining factors to job satisfaction. (Gosnell, 2000). In this context, utilizing a correlation calculation for personal characteristics and job satisfaction and finding their relationship is particularly important. (Bogler, 2002; Crossman & Harris, 2006). Despite the observation that personal characteristics such as gender, age, etc. influence on the level of job satisfaction for teachers (Koustelios 2001; Bogler, 2002; Crossman & Harris, 2006), findings from different studies related to this case, are inconsistent. Some studies have found that women are more satisfied from their job as teachers than men (Bedeian, Ferris & Kacmar, 1992; Hill, 1994; Cano & Miller, 1992; Spar, Gould & Lee, 2000). Koustelios (2001) has proved that female teachers (both in primary and secondary) are more satisfied with work conditions than male teachers. Other researchers have found that men are more satisfied with teaching than women (Bishay, 1996; Crossman & Harris, 2006.) On the contrary, other researchers have not found a significant relationship in statistical terms between the teachers gender and job satisfaction (Sargent & Hannum, 2003; Zembylas & Papanastasiou, 2004).

A contradictory finding is attributed to other personal characteristics like education years, age and work seniority. In some studies it is proved that there is no significant correlation between age and job seniority (Crossman & Harris, 2006; Cano & Miller, 1992). Meanwhile, some other studies have observed a negative correlation between the education level and job satisfaction (Michaclowa, 2002; Sargent & Hannum, 2003) and exists a positive correlation between the job seniority and job satisfaction. (Bishay, 1996). Bedeian, Ferris, and Kacmar (1992) point out that seniority at work might be a better predictive factor for job satisfaction of teachers compared to age. Koustelios (2001), Mertler (2002), Crossman and Harris (2006) have found that teachers with a longer experience at work are more satisfied than those with less experience.

Crossman and Harris, (2006) has identified significant differences in job satisfaction for different group ages. Also, Merter (2002) Lowther, Gill and Coppard (1985) have proved that overall job satisfaction increases by growing older.

School size and classroom size are identified as two school characteristics that influence the teacher's job satisfaction. Teachers have a more positive attitude in schools with fewer pupils than in schools with a bigger number of pupils. (Lee & Loeb, 2000). Job satisfaction diminishes when classroom become more spacious (Alt, Naomi & Robin, 1999; Munoz & Portes, 2002). Qualls also (2008) has found correlation (though a weak one) between classroom size and job satisfaction. Compared to data which derives from studies conducted in other countries about the relationships among personal traits (demographic variables), school characteristics and teacher's job satisfaction, it results that this data is inconsistent and limited, due to the fact that in Albania, such a field of study is unexplored.

The main purpose of this study is to identify the overall job satisfaction and the correlation among demographic characteristics, school characteristics and job satisfaction. 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

## Methodology of Research

### *General Characteristics of the Research*

This study employs mainly correlational methods. Its main purpose is to discover relationships between variables through the use of correlational statistics.

### *Sample of Research*

The target population in this survey was a total number of 32.000 basic education teachers in Albania for the school year 2010-2011. A sample of 1000 teachers was taken from this population in order to ensure a  $\pm 3\%$  precision level (Yamane, 1967) and to properly estimate the smallest subgroups of teachers within the sample. The sample was taken based on the technique of stratified random sampling in 40 schools of 7 districts, which represent different regions in Albania.

### *Instrument and Procedures*

A structured questionnaire which consisted in two parts was used in the study. In the first part were included questions related to teachers demographic characteristics (gender, age, educational degree and teaching experience). There were also included questions related to one school characteristics (classroom size). The second part of the questionnaire contained the Job Satisfaction Index (Brayfield & Rothe (1951). The instrument utilized 18 item Likert type scale to measure the overall job satisfaction with responses ranging from strongly disagree (1) to strongly agree (5). The Job Satisfaction Index was translated into Albanian twice and was examined by a teacher peer team in order to ensure content and validity. The translated and reviewed scale was pilot tested with 100 teachers and was not included in the final study sample. The coefficient reliability for the Job Satisfaction index was 0.85

### *Data Collection*

The questionnaire was handed out to teachers in their workplace and it was completed in the presence of the interviewers. The questionnaires were administered during the period June – July, 2011. 906 teachers completed the questionnaire and the response rate was 90%.

### *Data Analysis*

Descriptive statistics of the data were utilized to determine the teachers overall job satisfaction level. Correlation analysis was used to determine the relationship between demographic and school characteristics and overall job satisfaction. Kruskal – Wallis and Mann-Whitney tests were utilized to find out possible statistically significant relationships between overall job satisfaction and selected demographic and school characteristics. Stepwise regression analysis of the data determined which personal and school characteristics had significant influence on teacher job satisfaction.

## Results of Research

Table 1 presents information for the overall job satisfaction for teachers with a mean score 3.93. This proves that basic education teachers in Albania are moderately satisfied from their job.

**Table 1. The overall job satisfaction mean score and standard deviation.**

	N	Minimum	Maximum	Mean	Std. Deviation
Total	902	1.00	5.00	3.93	0.76

The relationship between personal characteristics, school characteristics and job satisfaction was investigated by utilizing Pearson product-moment correlation coefficients. From the data in Table 2, results that there is no significant relationship between gender and overall teacher job satisfaction ( $r=0.020$ ,  $p=0.54$ ). There is a significant positive relationship between age ( $r=.094$ ,  $p=.005$ ) and working years ( $r=0.066$ ,  $p=0.047$ ). Whereas, there is a significant negative relationship between teachers education level ( $r=-0.077$ ,  $p=0.020$ ) number of pupils in the classroom ( $r=-0.16$ ,  $p=0.001$ ) and overall teacher job satisfaction. As it can be seen from the data in Table 2, the relationships between personal characteristics and school characteristics are weak, though significant from the statistical point of view ( Table 2).

**Table 2. Pearson Product-moment Correlations between demographic and school characteristics and job satisfaction.**

	Job satisfaction
Gender	0.020
Age	0.094**
Teaching experience	0.066*
Education	-0.077
Class Size	-0.162**
**. Correlation is significant at the 0.01 level (2-tailed).	
*. Correlation is significant at the 0.05 level (2-tailed).	

Kruskall – Wallis test calculation described a significant difference from the statistical point of view for the intensity of job satisfaction in four group ages (Gp1, n=57: until 25 years old, Gp2, n=215: 25-34 years old, Gp3, n=338: 35-49 years old, Gp4, n=296: older than 49 years old), Chi-Square ( $\chi^2$ ,  $n=906$ )=11.312,  $p=0.010$ . The group with a composition of an older age (over 49 years old) has a Mean Rank bigger than other group ages (Table 3).

**Table 3. Kruskal-Wallis Test (Age).**

Age	N	Job Satisfaction
		Mean Rank
Under 25	57	434
25-34	215	420
35-49	338	447
Over 49	296	488
Chi-Square		11.312
Asymp.Sig.		0.010

Mann-Whitney Test calculation described a significant statistical relationship concerning job satisfaction in teachers in secondary education (high schools) (Mean Rank=502, n=122) and teachers in college (university teachers) (Mean Rank=443, n=780),  $U=4130$ ,  $z=-2.60$ ,  $p=0.009$ ,  $r=0.09$  (Table 4).

**Table 4. Mann-Whitney Test (Teacher`s Education Level).**

Age	N	Job Satisfaction
		Mean Rank
High School Education	122	502
University Degree	780	443
Mann-Whitney U		4130
Z		-2.60
Asymp. Sig. (2- tailed)		0.009

Kruskall – Wallis test calculation described a significant statistical relationship among groups with diverse rate of pupil participation in classroom Gp1, n =225: up to 20 pupils, Gp2, n=493: 21-35 pupils, Gp3, n=18: over 35 pupils, Chi-Square ( $^2, n=906$ )=27.35,  $p=0.010$ . The group with a bigger number of pupils more than 35 has a Mean Rank bigger than the other group ages (Table 5).

**Table 5. Kruskal-Wallis Test (Classroom Size).**

Number of pupils in class	N	Job Satisfaction
		Mean Rank
Up to 20 pupils	225	484
21-35 pupils	493	467
Over 35 pupils	186	373
Chi-Square		27.357
Asymp. Sig.		0.000

Kruskall – Wallis test also proved a significant statistical correlation among groups with different experience related to number of years at their position as teachers Gp1, n=453: up to 5 years, Gp2, n=385: 6-10 years, Gp3, n=18: 11-20 years, Gp4, n= 479: over 20 years, Chi-Square ( $^3, n=906$ )=14.10,  $p=0.000$ . The group with longer work experience Gp4 with over 20 years of teaching experience has a Mean Rank bigger than the other groups (Table 6).

**Table 6. Kruskal-Wallis Test (Teaching experience in years).**

Years of experience	N	Job Satisfaction
		Mean Rank
Up to 5 years	171	453
6-10 years	107	385
11-20 years	253	443
Mbi 20 years	375	479
Chi-Square		14.109
Asymp. Sig.		0.003

## Discussion

The data in this survey proved that there is no significant statistical relationship between gender and overall job satisfaction of preuniversity teachers. This is a similar finding to Sargent and Hannum (2003), Zembylas and Papanastasiou (2004) showing that gender has no significant relationship with job satisfaction. This study findings are consistent with the studies of Bishay (1996), Merten (2002), in terms of proving a significant positive statistical relationship between age and job satisfaction.

On the other hand, findings from this study surveying the relationship between age and overall job satisfaction of teachers are contrary to the finding in Cano and Harris (1992) study, which does not prove any significant relationship between age and overall job satisfaction. This study found similar results to Crossman and Harris (2006), Koustelios (2001) by proving that there is a significant positive correlation between work experience and job satisfaction. A significant relationship was found in groups with different working years in education and satisfaction level where the group with a longer teaching experience reveals a higher level of satisfaction in their job compared to groups with less experience.

This study also found that a significant negative relationship between the teachers education level and job satisfaction. Significant statistical differences were found in job satisfaction level between teachers with a high school degree and teachers graduated at university, where the group with university degree reveals lower levels of job satisfaction. This finding is similar to the findings of Michaclowa (2002) and Sargent and Hannum (2003).

Alongside to the findings of Lee and Loob (2000), Alt, Naomi and Robin (1999), Muno and Portes (2002), this study found that there is a significant negative correlation between classroom size and teachers job satisfaction level. In classrooms with a bigger number of pupils, teachers reveal a lower level of job satisfaction, compared to classrooms with smaller number of pupils.

However, despite being statistically significant, the relationships among school, teacher education degree, classroom size and overall job satisfaction are weak.

## Conclusions

Three findings from this study deserve a special attention from the policy making authorities in the pre – education system in Albania: (1) young teachers are more dissatisfied from their job than elder teachers; (2) teachers with a university degree are more dissatisfied than teachers with a high school diploma; (3) teachers who work in classrooms with a bigger number of pupils are less satisfied than teachers who work in classrooms with fewer pupils.

Pay rise and provision of supplementary financial rewards, would contribute to an increasing level of satisfaction, despite the age, and teachers education degree working in pre-university education system in Albania. In addition to pay rise, differentiation of payment in respect to teacher education degree would influence positively in the increase of job satisfaction for teachers who have a university degree.

Classrooms with a big number of students are very common, mainly in urban areas due to migration reasons of the population from rural areas to urban ones. In this context, the expansion of school infrastructure to provide adequate spaces for teaching with an optimal number of pupils for each classroom is substantial. Factors that would affect positively and influence in the immediate increase of teachers satisfaction level are a better school infrastructure achieved in a short period of time, differentiation of payment for teachers working with bigger groups of pupils, and extra training for class management.

## References

- Alt, M., Naomi, K., Jin, H., & Robin, R. (1999). *Teachers on teaching, results from the schools and staffing survey*. Washington, D.C.: National Center for Education Statistics.
- Bedeian, A. G., Ferris, G. R., Kacmar, K. M. (1992). Age, Tenure, and Job Satisfaction: A Tale of Two Perspectives *Journal of Vocational Behavior*, 40, 33-48.
- Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Science*, 3, 147-154.
- Bogler, R. (2002). Two profiles of Schoolteachers: a discriminant analysis of job satisfaction *Teaching and Teacher Education*, 18, 665-673.
- Bayfield, A. H., & Rothe, H. F. (1951) The job satisfaction index. *Journal of Applied Psychology*, 35, 307-311.
- Cano, J., & Miller, G. (1992). A gender analysis of job satisfaction, job satisfier factors and job dissatisfier factors of agricultural education teachers. *Journal of Agricultural Education*, 33 (3), 40-46.
- Crossman, Alf., Harris, P. (2006). Job satisfaction of Secondary School Teachers. *Educational Management Administration Leadership*, 34 (1), 29-46.
- Gosnell, S. (2000). Determinants of Career Satisfaction Among Federal Employees. *Paper presented in Seminar on Public Policy* Georgia Institute of Technology. Atlanta, Georgia, U.S.A.
- Herzberg, F., Mausner, B., Drankoski, R. D. (1959). *The motivation to Work*. New York: John Wiley & Sons.
- Ingersoll, R., Smith, T. (2004). What are the Effects of Mentoring and Induction on Beginning Teacher Turnover. *American Education Research Journal*, 41 (3), 681-714.
- Judge, T. A., Bono, J. E. (2001). Relationship of core self-evaluation traits-self esteem, generalized self-efficacy, locus of control and emotional stability-with job satisfaction and job performance. A meta-analysis. *Journal of Applied Psychology*, 86, 80-92.
- Koustelios, A. D. (2001). Personal Characteristics and Job Satisfaction of Greek Teachers. *The International Journal of Educational Management*, 15 (7), 354-538.
- Lee, V. E., Stanford, L. (2000). School Size in Chicago Elementary Schools: Effects on Teachers' Attitudes and Students Achievement. *American Educational Research Journal*, 37 ( 1), 3-31.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette, *Handbook of industrial and organizational psychology* (p.1297-1349), Chicago: Rand McNally.
- Lowther, M. A., Gill, S. J., Coppard, L. C. (1985). Age and the Determinants of Teacher Job Satisfaction. *The Gerontologist*, 25 (5), 520-525.
- Michaclowa, K. (2002). *Teacher Career Satisfaction, Student Achievement and the Cost of Primary Education in Francophone Sub-Saharan Africa*. Hamburg Institute of International Economics.



- Munos, M., & Portes, P. (2002). *Voices from the field: The perceptions of teachers and principals on class size reduction program in a large urban school district*. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, La.
- Qualls, A. L. (2008). *Factors that Affect Job Satisfaction Among Teachers in Two Selected Milwaukee Charter Schools*. ProQuest.
- Spar, M., Gould, K., Lee, B. (2000). Review of Literature on Teachers Motivation. In: *Who is a Teacher?: A Review of Factors Motivating and Demotivating Prospective Teachers*. Slough: NFER.
- Yamane, T. (1967). *Statistics: An Introductory Analysis*, 2<sup>nd</sup> Ed., New York: Harper and Row.
- Zembylas, M. L., Papanastasiou, E. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42, 357-374.

*Advised by Milika Dhamo, University of Tirana, Albania*

Received: April 28, 2012

Accepted: July 17, 2012

<b>Edmond Rapti</b>	Associate Professor, Faculty of Social Sciences, University of Tirana, Mother Tereza Square, 1, Tirana, Albania. E-mail: edi_rapti@yahoo.com
<b>Theodhori Karaj</b>	Professor, Dean of Faculty of Social Sciences, University of Tirana, Milto Tutulani 1, Tirana, Albania. E-mail: dhorikaraj@yahoo.com