

An examination of Demographic Factors Affecting Job Satisfaction among the Teachers Groups in Government Primary Schools in Libya

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ABSTRACT

The paper aims to study the impact of five variables of demographic (Gender, Marital Status, Age, Academic Qualifications and Length of Experience) on job satisfaction. Specifically, we predicted the (significant relationship) of demographic variables to job satisfaction. A multistage cluster sampling was used to collect data from public primary school teachers in Libya. Independent sample t-test and analysis of variance (ANOVA) were adopted to examine relationships among the demographic variables and job satisfaction. The demographic variables which were found to relate closely to job satisfaction among the teachers were: Gender, Age, Academic Qualifications and Length of Experience. Marital Status, however, had no significant effect on the job satisfaction of the teachers.

KEYWORDS

Job Satisfaction, Demographic Variables, Teachers and Schools in Libya.

INTRODUCTION

Makanjee, Hartzer, & Uys (2006) defined job satisfaction as the essential way individuals think and feel about various aspects of work experience. As an organizational variable, job satisfaction can be taken as the employee's global attitudinal or affective response to the job. It could include specific interactions related to affective behaviors.

Job satisfaction and performance: Different levels of satisfaction would bring about different levels of performance. Satisfied employees involved in additional work duties are more likely to present a higher level of commitment to work, while dissatisfied employees would complete only a

minimum volume of duties at the workplace (Chen, Tsui, & Farh, 2002; Chen , Silverworth, & Hung, 2006; Chen , Lin, Lu, & Taso, 2007 Gazi, Islam, Sobhani, & Dhar (2022).

Teachers' job satisfaction: within the context of education, job satisfaction amongst teachers is both: (i) a multifaceted construct which is imperative for the retention of these teachers; and (ii) a significant determinant of teacher commitment as well as a contributor to school effectiveness. Research, however, has revealed a wide range of differences that contribute to job satisfaction and group differences according to the demographic factors of satisfaction amongst teachers (Shann, 2001).

PROBLEM STATEMENT

Previous studies have posted mixed results concerning the relationship between demographic variables and job satisfaction of teachers (Otanga & Mange, 2014). These effects of relationships (between demographic variables and job satisfaction) were tested because many studies have ignored demographic variables, which can potentially confound the study results and which may affect the external validity of the findings, thereby limiting their usefulness.

PURPOSE OF THE STUDY

The purpose of this study is to find out the effects of demographic variables (Gender, Marital Status, Age, Academic Qualifications and Length of Experience) on the job satisfaction among government primary school teachers in Libya.

RESEARCH QUESTION

The main research question is thus:

- Is there an influence of teachers' background characteristics of age, gender, teaching experience and level of education on job satisfaction between the teachers groups?

LITERATURE REVIEW

Demographic Variables

Demographic Variables and Teachers' Job Satisfaction: Previous studies have posted mixed results concerning the relationship between demographic variables and job satisfaction of teachers. One line of findings has shown a relationship between job satisfaction, and teachers' age, gender, marital status and educational level (Otanga & Mange, 2014). However, concerning some demographic characteristics, no consensus on the direction of influence has been found. Gazioglu

& Tansen (2006) observed that personal characteristics such as gender, age, education and marital status impact on employees' job satisfaction. This point of view also finds support in Rhodes, Nevill, & Allan (2004), who found a statistically significant relationship between teachers' job satisfaction and demographic variables.

Gender

Ma & MacMillan (2001) found that job satisfaction levels differ significantly between male and female teachers. This view is also supported by Aliakbari and Khosravian (2013) of a study conducted among high school teachers in Iran revealed that female and male teachers were significantly different with respect to their job satisfaction. Önen, & Doganer (2021) found that female teachers have a lower level of job satisfaction.

Oshagbemi (2003) in a study concerned with personal correlates of job satisfaction found that gender was not significantly associated directly with general job satisfaction. Ibnian (2016) of a study conducted among English teachers in Jordan revealed that female and male teachers were significantly different with respect to their job satisfaction. Okpara, Squillace, & Erondu (2005) proposed that job satisfaction for female university teachers was lower than for their male counterparts. Ali, Uz-Zaman, Tabassum, & Iqbal (2011) also found that male respondents reported higher job satisfaction than females. This line of findings contradicts George, Louw, & Badenhorst (2008), Lüleci & Çoruk (2018), Inayat, & Khan, (2021) and Matthews, Jeremiah, & Ursula (2021) whose research shows that gender had no significant relationship with teacher job satisfaction. Whereas Garrison, Cleveland-Innes, & Fung (2010) the predicted effect of gender on each of the teaching presences was not confirmed. It is possible that there were no differences across gender because of the individualization available in a blended learning environment.

Marital status

Regarding job satisfaction by marital status, a recurring result in some countries is that single people are among those most if not the most satisfied with their jobs. This is the case in Austria, Bulgaria, Germany, Portugal ('never married' group) and Romania ('single people/unmarried') (European-Foundation-for-the-Improvement-of-Living-and-Working-Conditions, 2007). Meanwhile, Aliakbari & Khosravian (2013) findings of a study conducted among high school teachers in Iran revealed that marital status had no significant influence on teachers' job

satisfaction. Gazioglu & Tansen (2006), Mathieu & Zajac (1990), Taormina (1999), Kahtani & Allam (2014) Kemunto, Adhiambo & Joseph (2018) and Gazi, et al (2022) found that marital status had an influence on job satisfaction.

Age

Research on the influence of age on job satisfaction has also given mixed results (Kim, 2005). According to Otanga & Mange (2014), Vijayavardhini & Kumari (2016), Mocheche, Raburu & Bosire, (2018) and Shaukat, Vishnumolakala, & Bustami (2019) teachers' job satisfaction was linked to their age. This also found support in Rasku & Kinnunen (2003) Findings of a study conducted among teachers in Finland revealed that there was a strong relationship between the teachers' age and job satisfaction, in which the higher the teacher's age, the higher the level of job satisfaction. Bennell & Akyeampong (2007) found that young Tanzanian teachers were less satisfied with their jobs than their older counterparts. Other studies, however, have reported contrary findings: for example, George et al. (2008) found that age had no significant influence on teachers' job satisfaction. Aliakbari & Khosravian (2013) found that there was no significant difference among teachers of various ages with respect to job satisfaction. These inconclusive findings require further study in different environments.

Academic Qualifications

Regarding the relationship between job satisfaction and peoples' education, there seems to be a common trend in those countries that had available data: the higher the education level, the higher the degree of job satisfaction among employees (European-Foundation-for-the-Improvement-of-Living-and-Working-Conditions, 2007). Vijayavardhini & Kumari (2016) found that the variable "Educational Qualifications" of Teachers has significantly influenced their job satisfaction. Other researcher maintained that better educated workers have more options for better jobs and working conditions, which, in turn, enhanced their satisfaction with their jobs (Verhofstadt & Omev, 2003). Maeda, Musa, Tomanda & Muhamad Ali (2017) whose research shows the highest educational attainments were significant to the job satisfaction. Dehaloo (2011) found out that teachers with bachelor's and master's degrees were significantly more satisfied with their physical environments and overall school organization than teachers with certificates. Nevertheless, contrary findings

were obtained in studies by Maynard & Joseph (2008) who found that the higher educational attainments of teachers was negatively related to job satisfaction facets. Similarly Gazioglu & Tansen (2006) found a negative relationship, where education may reduce job satisfaction by raising work expectations that may not be completely realized in the workplace due to various reasons. Meanwhile, George et al. (2008) found that educational qualifications had no significant effect on teachers' job satisfaction. Aliakbari & Khosravian (2013) and Bilal, Syed, Hussain & Khan (2020) similarly found no significant difference among teachers with various levels of educational status with respect to their job satisfaction, as did Qi (2005) who found no relationship between level of formal education and satisfaction.

Length of Experience

Tenure or one's time in service is a measure of how long a person has worked for an organization (Otanga & Mange, 2014). Houchins, Shippen, & Cattret (2004) found that the teachers with increased years of teaching experience indicated greater satisfaction. Islam et al. (2012) found that with higher the work experience employees were more likely to express job satisfaction. Maeda et al. (2017) whose research shows the length of service were as significant to the job satisfaction. Ma & MacMillan (2001) found that more experienced teachers expressed significantly less satisfaction with their job than their younger and less experienced teachers. Similarly Sari (2004) study in Turkey concluded that less experienced teachers had higher levels of job satisfaction. Other studies have reported inconclusive findings: Crossman & Harris (2006) and Nyunt & Aung (2017) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among secondary school teachers. This section has provided a comprehensive discussion of relationships between the demographic variables and job satisfaction, with reference being made to the mixed results concerning the relationships between these variables in the teaching profession.

Based on previous results it seems likely that these demographic variables (Gender, Marital Status, Age, Academic Qualifications and Length of Experience) would have some effect on job satisfaction in general. Thus, the following hypotheses were developed to be tested in this study:

H1: Gender has a significant effect on job satisfaction amongst government primary school teachers in Libya.

H2: Marital Status has a significant effect on job satisfaction amongst government primary school teachers in Libya.

H3: Age has a significant effect on job satisfaction amongst government primary school teachers in Libya.

H4: Academic Qualifications has a significant effect on job satisfaction amongst government primary school teachers in Libya.

H5: Length of Experience has a significant effect on job satisfaction amongst government primary school teachers in Libya.

RESEARCH METHOD

A quantitative design was used for this research because the aim of the study was to determine whether there is a statistically significant impact on the relationship among the factors regarding demographic variables (Gender, Marital Status, Age, Academic Qualifications and Length of Experience), and job satisfaction as the dependent variable, among the teachers of government primary schools in Libya. For the 2007-2008 academic year, the population of teachers working in Libyan public primary schools was 119,313, according to the (Libya-Education-Report, 2008). Data were collected using a structured questionnaire and simple random and cluster sampling (n=468). The teachers' job satisfaction questions were adapted from Hackman and Oldham (1980) Job Diagnostic Survey (JDS) and the demographic profile questions were developed by the researcher; The demographic data questionnaire, which was developed by the researcher for the study, excluded any items that could be used to identify the respondents.

Statistical Analysis

Collected data were analysed using SPSS Version 19.0. two common significance tests were used: independent sample t-test, and analysis of variance (ANOVA); the independent sample t-test was used to determine whether there is difference in assessment between male and female teachers, and also between single and married teachers in terms of their job satisfaction) and (the one-way ANOVA was used to determine whether there was a difference in job satisfaction based on age, academic qualifications and length of teaching experience).

HYPOTHESIS TESTING

Independent-Samples t-Test

In this study, the t-test was used in the SPSS software to determine whether there is difference in assessment between male and female teachers, and also between single and married teachers in terms of their job satisfaction; to test the following two hypotheses.

H1: Gender has a significant effect on job satisfaction amongst government primary school teachers in Libya.

H2: Marital Status has a significant effect on job satisfaction amongst government primary school teachers in Libya.

Table 1 Variation According to Gender

Gender	Mean	Std. Deviation	Std. Error Mean	Mean Difference	DF	Std. Error Difference	T	Sig. (2-tailed)
GS	M 18.37	6.645	.637	-1.700	466	0.803	-2.117	0.035
	F 20.07	7.542	.398					

M: Male: 109, and F: Female: 359

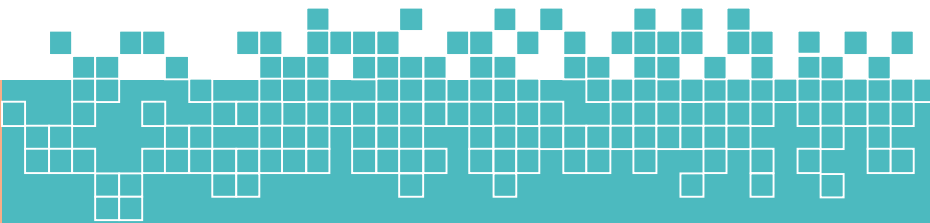
An independent-samples t-test was conducted to determine whether there were differences based on gender in job satisfaction. The mean job satisfaction of female teachers (M 20.07, SD 7.542) was higher than the general satisfaction of male teachers (M18.37, SD 6.645), and the difference was significant $t(466) = -2.12, p = 0.035$ at .05 alpha level, two tails. This suggests that female teachers were more satisfied with their jobs than to male teachers. Hence, the hypothesis (H1) that Gender has a significant effect on job satisfaction is accepted.

Table 2 Variation According to Marital Status

Marital Status	Mean	Std. Deviation	Std. Error Mean	Mean Difference	DF	Std. Error Difference	T	Sig. (2-tailed)
GS	S 19.09	7.566	.468	-1.318	466	0.684	-1.926	0.055
	M 20.41	7.067	.491					

Single: 261, and Married: 207

Also, an independent-samples t-test was conducted to evaluate whether there was a difference in job satisfaction of based on the marital status of the teacher respondents; that is, whether they were single or married.



Married teachers had a higher mean score for job satisfaction (M 20.41, SD 7.067) than did single teachers (M 19.09, SD 7.566), but the t-test indicated the difference was not significant: $t(466) = -1.926, p = 0.055$ (two tails). Thus although married teachers had a slightly better perception of job satisfaction compared to single teachers, it was not significant. Hence, the hypothesis (H2) that Marital Status has a significant effect on job satisfaction is rejected.

One-way ANOVA

A one-way ANOVA was used to determine whether there was a difference in job satisfaction of Libyan primary school teachers based on age, academic qualifications and length of teaching experience; to test the following three hypotheses.

H3: Age has a significant effect on job satisfaction amongst government primary school teachers in Libya.

H4: Academic Qualifications has a significant effect on job satisfaction amongst government primary school teachers in Libya.

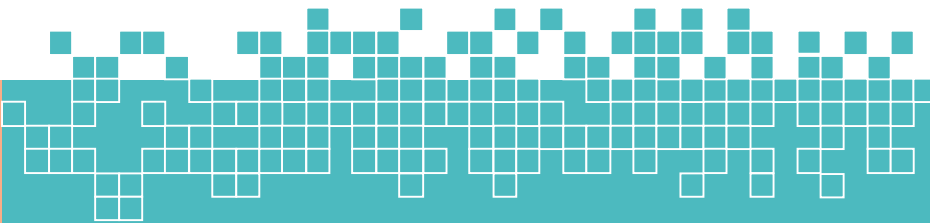
H5: Length of Experience has a significant effect on job satisfaction amongst government primary school teachers in Libya.

Table 3 Variation According to Age

Age	M	S.D		Sum of Mean Squares	F	Sig.	Sig of Tukey HSD		
GS	20-29	18.53	7.940	B.G.	584.800	194.933	3.649	.013	.057
	30-39	20.40	6.783	W.G.	24788.525	53.424			.031
	40-49	21.45	6.667	Total	25373.325				1.000
	50-65	18.38	7.464						

Number of group 20-29 years=200, 30-39 years=190, 40-49 years =62, and 50-65 years =16

A one-way ANOVA was used to determine whether there was a difference in job satisfaction of Libyan primary school teachers based on age. For this purpose, respondents were divided into four groups according to their age (Group 1=20-29 years, Group 2=30-39 years, Group 3=40-49 years and Group 4= 50-65 years). There was a statistically significant difference at the $p < .05$ level in job satisfaction scores for the four age groups: $F(3, 464) = 3.649, p = .013$. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 (M= 18.53, SD=7.940) was significantly different from Group 3 (M = 21.45, SD= 6.667). Group 2 (M = 20.40, SD =6.783)



and Group 4 (M = 18.38, SD = 7.464) did not differ significantly from either Group 1, or 3. Although the pattern is not consistent, younger and older age groups have a lower level of job satisfaction than those in the middle age group of teachers. Hence, the hypothesis (H3) that age has a significant effect on job satisfaction is accepted.

Table 4 Variation According to Academic Qualifications

Qualifications	M	S.D	Sum of Squares	Mean Square	F	Sig.	Sig of Tukey HSD
GS I. D	21.13	6.906	B. G 460.688	230.344	4.299	.014	.052
H. D	19.06	7.553	W.G 24912.637	53.576			
B.D	18.95	7.470	Total 25373.325				

ID - Intermediate Diploma=148, HD - Higher Diploma=127, and BD - Bachelor's Degree=193

A one-way ANOVA was used to determine whether there was a difference in job satisfaction of Libyan primary school teachers based on academic qualifications. The respondents were divided into four groups based on their highest qualifications: Group 1: Intermediate Diploma; Group 2: Higher Diploma; Group 3: Bachelor's Degree; and Group 4: Postgraduate qualification. However, no respondents held postgraduate qualifications so this group was not included in the analysis of ANOVA or the Tukey HSD test.

Differences in job satisfaction based on academic qualifications of teachers as presented in Table 20 show that there was a statistically significant difference at the $p < .05$ level in job satisfaction scores for the three academic qualification groups: $F(2, 465) = 4.299, p = .014$. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 (M= 21.13, SD=6.906) was not significantly different from Group 2 (M = 19.06, SD =7.553), while it was significantly different from Group 3 (M = 18.95, SD = 7.470); Group 2, however, did not differ significantly from Group 3. The results of the comparison indicated that the teachers whose highest qualification is an Intermediate Diploma are more satisfied with job satisfaction than the teachers holding a Higher Diploma or a Bachelor's Degree. Hence, the hypothesis (H4) that an academic qualification has a significant effect on job satisfaction is accepted.

Table 5 Variation According to Length of Teaching Experience

Experience	M	S.D		Sum of Squares	Mean Square	F	Sig.	Sig of Tukey HSD
GS	1-5	18.29	7.657	B. G	435.709	145.236	2.702	.045
	6-10	20.64	7.182	W.G	24937.615	53.745		.302
	11-20	19.83	7.319	Total	25373.325			.201
	< 21	20.48	6.886					

Number in group 1-5 years=143, 6-10 years=129, 11-20 years=133 and more than 21 years=63

A one-way ANOVA was used to determine whether there was a difference in job satisfaction of Libyan primary school teachers based on Length of Experience. Respondents were divided into four groups, according to the length of their experience: (Group 1: 1-5 years , Group 2: 6-10 years, Group 3: 11-20 years, and Group 4: more than 20 years). The answers of respondents show that there were the differences in job satisfaction based on the experience of teachers as presented in Table 4.21. There was a statistically significant difference at the $p < .05$ level in job satisfaction scores for the four experience groups: $F(3, 464) = 2.702, p = .045$. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 (1-5) ($M = 18.29, SD = 7.657$) was significantly different from Group 2 (6-10) ($M = 20.64, SD = 7.182$), while it was not significantly different from Group 3 (11-20) ($M = 19.83, SD = 7.319$) or Group 4 (more than 20 years) ($M = 20.48, SD = 6.886$). Group 2 was not significantly different from Group 3 or Group 4, and Group 3 did not differ significantly from Group 4. Hence, the hypothesis (H5) that an academic qualification has a significant effect on job satisfaction is accepted.

DISCUSSION OF RESULTS

H1: The results of the comparison indicated that the female teachers were more satisfied with their jobs. These findings are consistent with previous studies (Ma & MacMillan, 2001; Aliakbari & Khosravian (2013) which found that male and female teachers were significantly different with respect to their job satisfaction, although other studies (e.g. Crossman & Harris, 2006, George, Louw, & Badenhorst, 2008; Lüleci & Çoruk (2018), Inayat, & Khan, 2021 and Matthews et al. 2021) found that satisfaction levels did not differ significantly by gender.

H2: There were no significant differences in the mean scores of job satisfaction based on marital status. Previous studies have found mixed results. Some (e.g. Aliakbari and Khosravian (2013)) were in agreement with the present study, while others (e.g. Gazioglu and Tansen (2006), Mathieu & Zajac (1990), Taormina (1999), Kemunto et al. (2018) and Gazi et al. (2022)) found that marital status had an influence on job satisfaction.

H3: Teachers in the middle and older had higher scores than those in the younger age group for job satisfaction, which are in accord with the findings of Bennell and Akyeampong (2007), Otanga & Mange (2014) and Rasku & Kinnunen (2003) who found that older teachers were more satisfied with their jobs than their younger counterparts.

H4: The results of the comparison indicated that teachers whose highest qualification is an Intermediate Diploma were more satisfied than teachers holding a Higher Diploma or a Bachelor's Degree, which contradicts the contention of Verhofstadt and Omey (2003) that the better-educated workers have more options for better jobs and working conditions, which, in turn, enhances their satisfaction with their jobs. Nevertheless, support findings were obtained in studies by Maynard & Joseph (2008), who found that the higher educational attainments of teachers were negatively related to job satisfaction.

H5: The results of the comparison indicated that the less experienced teachers are less satisfied than those who have more experience. These findings are consistent with previous studies of Otanga & Mange (2014), Rasku & Kinnunen (2003), Maeda et al. (2017) and Bennell & Akyeampong (2007), who found that older teachers were more satisfied with their jobs than their younger counterparts.

FINDINGS

The findings of the study have revealed the four of the five of demographic variables identified (Gender, Age, Academic Qualifications and Length of Experience), had significant effects on job satisfaction. On the other hand, Marital Status had no significant effects on job satisfaction among the school teachers. The results of the study will enhance an understanding of the determinants of employee attitudes relating to demographic variables and job satisfaction. It is anticipated that a better understanding of these issues and their interrelationships will enable better strategies to be

developed for recruiting, promoting and training future education sector employees, particularly in non-Western countries like Libya.

The findings indicate that teachers in the middle and older had higher scores than those in the younger age group for job satisfaction; also, the findings present evidence that demographic variables had a greater influence on teachers' job satisfaction with the increasing length of teaching experience. Again, efforts should be made to motivate teachers to stay longer in their schools and especially in the first few critical years when job satisfaction is weaker.

SUGGESTIONS

This suggests that school managers and education planners should explore reasons why professional satisfaction levels, especially of young, inexperienced male teachers are lower than for female teachers, and ways need to be found to attract and recruit more male teachers to the profession. It also suggests the need for further investigation to produce specific recommendations on how to motivate and attract more males to the teaching profession in Libya. In addition, more research studies are needed to determine the reasons for this disparity.

CONCLUSIONS

This study has addressed the issues and challenges raised in the literature regarding how demographic variables (Gender, Marital Status, Age, Academic Qualifications and Length of Experience) impact the job satisfaction. In achieving this, the study has offered new areas of understanding of the relationships among the variables and has offered some suggestions to guide future research.

The results of the study indicated that the female teachers were more satisfied with their jobs. One possible reason for this could be that teaching is not regarded as a profession of choice for many males in Libya while it is a preferred profession for many Libyan women. Another reason might be that since male teachers are fewer in number than female teachers, they may experience some degree of "isolation" that contributes to lower levels of job satisfaction.

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