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A CONCEPTUAL EXPLORATION OF DEMOGRAPHIC
VARIABLES AND TEACHERS' JOB SATISFACTION IN
EDUCATION PERSPECTIVES

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Abstract:

This concept review paper delves into the complex dynamics between job satisfaction, demographic diversity among employees, and job performance within educational sector organizations. Despite a wealth of empirical studies and theoretical literature suggesting correlations between demographic factors as moderators and job satisfaction, the evidence remains fragmented and inconclusive. This concept paper aims to bridge this gap by explore the moderating role of demographic factors in shaping the relationship between job satisfaction, considering the significant variability in correlation strength across studies. The findings reveal that the nature and strength of these associations vary considerably based on the organizational context, particularly regarding how demographic diversity in management influences employee job satisfaction within educational settings. Through analysis of data gathered from various public sector environments, we demonstrate that gender, age, length of service, marital status, work experience, level of education and school location attributes significantly impact employee job satisfaction, particularly within educational contexts. This study highlights the necessity of integrating demographic factors into future research on job satisfaction, as it builds upon a robust empirical and theoretical foundation supporting these relationships. As organizations endeavour to enhance employee well-being and performance, understanding the intricate interplay between demographic diversity and job satisfaction becomes imperative for effective management and policy formulation.

Keywords:

Job Satisfaction, Demographic Factors, Teacher's Performance, Moderators, Job Performance, Conceptual Paper

Introduction

Job satisfaction has an indirect impact on educational quality by encouraging lifelong learning and increasing productivity at work (Hager, 2004; Rokeman & Kob, 2024). This agenda is in line with the 17 Frameworks of the Sustainable Development Goals (SDGs) and highlights 169 targets that are connected to the eight SDGs that were established in 2000 (UNESCO, 2020). It involves all relevant parties, including the public and private sectors, academia, and civil society (United Nations, 2019; World Economic Forum, 2016). Teacher job satisfaction can vary significantly based on various factors including individual experiences, the educational institution they are employed in, and the broader education system of their country. It has a direct impact on student outcomes and the overall quality of education. Satisfaction is often characterized by emotions such as joy, pleasure, fulfilment, and optimism, which are commonly experienced when individuals are motivated and work within environments conducive to positive outcomes. High levels of satisfaction among teachers can lead to increased productivity and job performance (Bell & Sheridan, 2020; Zaffar, 2018). Teachers with positive job satisfaction are better equipped to meet school objectives and goals (Caprara et al., 2003), achieve high academic standards among students, and manage discipline issues effectively (Banerjee et al., 2017).

This review critically analyses existing literature to explore the factors influencing the study of demographic factors and job satisfaction. Its aim is to offer theoretical insights and practical implications for organizational practitioners, policymakers, and researchers. Ultimately, this review seeks to deepen understanding of the complex interplay between demographic characteristics and job satisfaction, informing future research agendas and organizational interventions aimed at improving employee well-being and performance. As noted by Lee, Robertson, and Kim (2020), studies on demographics often overlook several moderator factors such as gender, age, length of service, marital status, work experience, level of education, and school location. Therefore, the primary objective of this study is to review the relationship between demographic variables — including gender, age, educational attainment, and length of employment — and job satisfaction within the teaching profession. By investigating demographic moderator factors, this study aims to gain insight into how job satisfaction influences job performance. This paper is drawn from research findings and literature related that provides potential explanations for these findings and briefly discusses implications for both research and practice. Given its significance, understanding the factors contributing to employee satisfaction remains a critical research goal in organizational behaviour and human resource management.

Literature Review***Job Satisfaction***

Job satisfaction plays a critical role in motivating workers in today's competitive world, particularly in the context of the Fourth Industrial Revolution, which demands resilient and skilled workforce competitiveness within organizations. Westover and Taylor (2010)

underscore that job satisfaction evolves with a country's development and the transformations in its working and socio-economic landscape. Furthermore, job satisfaction significantly impacts job performance achievement positively (Olaskoaga-Larrauri, Rodríguez-Armenta, & Marúm-Espinosa, 2023; Latifah, Suhendra, & Mufidah, 2023; Andrianto, Komardi, & Priyono, 2023; Mohd Rokeman & Che Kob, 2023; Nurbaeti, 2022; Sirait et al., 2022; Riyanto, Endri, & Herlisha, 2021; Sapta, Muafi, & Setini, 2021; Badrianto, & Ekhsan, 2020; Dziuba, Ingaldi, & Zhuravskaya, 2020; Arif, Zainudin, & Hamid, 2019; Baluyos, Rivera, & Baluyos, 2019; Eliyana, & Ma'arif, 2019), highlighting its relevance in organizational contexts.

From an educational standpoint, teachers require high commitment to enhance the quality of the country's education system, aligning with the demands of industry and contributing to economic growth amidst the changing globalization brought forth by the Fourth Industrial Revolution. Moreover, careers in college education rank fourth in the public service category, characterized by high work pressure compared to other civil service roles such as police officers, prison officers, and nurses (Hong & Ismail, 2017). A teacher's satisfaction with their career significantly impacts their ability to educate effectively. Conversely, job dissatisfaction diminishes teaching motivation and impedes the ability to meet the challenges of educational quality transformation (Rasyid & Tanjung, 2020).

An additional factor to consider is the moderating effect of job satisfaction. Demographic variables such as age, gender, marital status, education level, and income are significant moderators that contribute to job satisfaction (Valaei & Jiroudi, 2016). Recognizing the importance of demographic moderating effects on job satisfaction is imperative for developing effective interventions, informing policy decisions, reducing turnover, promoting diversity and inclusion, and ensuring the validity of research findings in the fields of organizational behaviour and human resource management.

The Concept of Demographic in Job Satisfaction

Understanding the demographic impact of relationships has the potential to increase teacher job satisfaction by helping to find the cause of the effect of job satisfaction on improving performance. Demographic relationships help identify influences that can positively impact organizational growth. Moderation analysis helps researchers understand when and under what conditions the relationship between the independent variable and the dependent variable (job satisfaction) is stronger, weaker, or even reversed. When the gender of the teacher acts as a moderator in the interaction, it indicates that the influence of leadership style on job satisfaction differs between genders. This research has significant implications for organizations and policymakers in their consideration of strategies for improving job satisfaction among teachers. This research additionally seeks to analyse certain demographic variables that influence both job satisfaction and performance among teachers.

Numerous prior investigations undertaken across diverse nations pertaining to the phenomenon of job satisfaction have revealed the presence of moderator elements. The present study is consistent with prior research conducted by Heidarian et al. (2015) in Iran, wherein a notable correlation was established between demographic variables (such as age, marital status, gender, higher status, and years of service) and motivational factors (including advancement, recognition, responsibility, education and development, interpersonal relations, equity, pay, job security, attractiveness of job supervision, organizational policies, and working conditions).

The characteristics that were identified encompassed gender, age, educational attainment, length of tenure among teachers, and marital status.

Prior research has identified specific individual characteristics, with age particularly notable for its significant association with overall job satisfaction. Notably, several studies have proposed a positive U-shaped linear relationship between age and job satisfaction. This suggests that satisfaction tends to increase initially, peaks at a certain age, and then either declines or stabilizes as individuals progress in their careers (Tang, 2022; Udriyah et al., 2019; Horani et al., 2023). The objective of this study is to uncover nuanced patterns and factors influencing job satisfaction within this specific demographic group by categorizing participants based on these variables. Demographic variables such as gender, age, education level, marital status, and length of employment significantly influence individuals' experiences in the workplace as essential components of human diversity. Despite their importance, the integration of demographic factors into studies of job satisfaction has been inconsistent and fragmented in existing literature. While some studies acknowledge the significance of demographic considerations, a comprehensive understanding of their role as moderators in the relationship between job satisfaction and other organizational outcomes is still lacking. Despite extensive research efforts in this area, a notable gap persists in understanding the nuanced relationship between demographic factors and job satisfaction.

Demographic Relationship with Teacher's Job Satisfaction

Gender

Gender plays a significant role in determining job satisfaction within organizations, as evidenced by various studies. Hasanzadeh and Gholami (2022), Mrunali (2022), and Huan Wang et al. (2022) found a moderate relationship between the gender differences among male and female teachers in determining job satisfaction levels. Conversely, Nor Aroma, Kahirul, and Nor Zorree (2022), as well as Sandra, Rana, and Zeina (2020), discovered that male teachers tended to report higher job satisfaction compared to their female counterparts. This disparity can be attributed to several factors, including the prevalence of teaching as a primary career choice for women in certain countries and the socio-economic challenges and biases that female teachers often face, leading to lower satisfaction levels.

Moreover, the study by Aydin, Uysal, and Sarier (2012) in Turkey supported the notion that male teachers exhibited higher job satisfaction than female teachers. However, this contrasts with findings from studies by Toropova et al. (2021), Oco (2019), Puentispina (2017), Batool, Shahnawaz, and Habib (2022), Richard (2022), Chen (2017), Chirchir (2016), Mahmood, Nudrat, and Asdaque (2011), and Nazim and Mahmood (2018), which suggested higher job satisfaction among female teachers. These differences highlight varying perspectives, with some attributing female teachers' higher satisfaction to their nurturing and caring nature (Acker, 1995).

Nevertheless, recent studies have shown no statistically significant variations in job satisfaction between genders (García Torres, 2019; Ghavifekr & Pillai, 2016; Saiti & Papadopoulos, 2015; Menon & Athanasoula-Reppa, 2011). It is observed that women often shoulder a larger portion of family responsibilities than men, leading to their increased sensitivity to family-responsive benefits such as flexible work hours (Dumas & Stanko, 2017). Consequently, factors influencing job satisfaction may differ for women and men due to these distinct obligations.

Age

Age is a significant determinant of individual job satisfaction within the field of education, as evidenced by several past studies. As individuals progress from young adulthood to middle age and beyond, their overall life experiences mature. According to Huan Wang et al. (2022), increasing age is associated with higher levels of job satisfaction. Teachers aged 45 years and above, scoring 5,236, exhibited greater career satisfaction compared to their younger counterparts aged 25 and under, who scored 5,026. This finding is corroborated by freelance researchers such as Bakir & Deveci (2022), Mrunali (2022), and Nor Aroma et al. (2022), who agree that advancing age correlates with increased teacher satisfaction.

Previous studies have found that younger teachers often demonstrate strong dedication and willingness to prioritize their careers over personal pursuits. However, as time passes and they mature, they tend to achieve greater stability in their careers. Individuals typically seek a balance between their family and professional lives, leading to higher satisfaction levels among older teachers, particularly in aspects such as relationships with colleagues (Patel & Chandra, 2022). Nonetheless, contrary findings by Gil-Flores (2017) suggest that older teachers may experience lower levels of job satisfaction.

Overall, job satisfaction levels among teachers vary according to individual needs and circumstances. Younger teachers are often more motivated to acquire knowledge, gain experience, and pursue career growth, placing greater emphasis on learning new skills. In contrast, older teachers may adopt a more unassuming or mature approach, becoming accustomed to routine work, which may lead to a decrease in motivation over time. Satisfaction is commonly manifested through positive sentiments like joy, ease, and fulfilment, which are shaped by motivation and conducive working conditions.

Length Of Service

The length of service in a job varies according to individual needs and organizational tenure. Lim (1995) suggests that teacher satisfaction studies concerning length of service indicate dissatisfaction among newly employed teachers, particularly those with less than five years of service, while teachers with over six years of service tend to exhibit high job satisfaction (Mrunali, 2022). Conversely, Juati et al. (2020) found no difference in teacher job satisfaction based on length of service at school. This suggests an increasing awareness among teachers regarding factors influencing their job satisfaction, wherein tenure within an organization correlates with a greater willingness to adapt to organizational changes.

Sandra, Rana, and Zeina (2020) supported these findings in their study on teacher job satisfaction in the Lebanon District, revealing that teachers with more than five years of service displayed higher job satisfaction levels compared to those with fewer than five years of service. However, Del Valle (2016) found that job satisfaction levels were high for newly employed teachers, stabilizing after six to twenty years of service. Experienced teachers tend to exhibit better emotional control compared to novice educators (Tawan et al., 2020; Mohammad Chin et al., 2017).

For instance, Nor Aroma et al. (2022) found no significant difference in job satisfaction based on work experience among 305 secondary school teachers in the Hulu Kinta District. However, Menon and Athanasoula-Reppa (2011) observed that long-serving teachers were more comfortable with their positions compared to newcomers. Similarly, a study in Iran focusing

on English subjects highlighted the impact of length of service on job satisfaction in school environments, suggesting that inexperienced teachers face more challenges, particularly in classroom teaching, compared to their experienced counterparts. Ghavifekr and Pillai (2016) noted that teachers with less than two years of experience exhibited the lowest job satisfaction levels, with satisfaction gradually increasing for those with 2–5 years of experience, followed by a decline for those with 6–10 years of experience. However, job satisfaction increased notably among teachers with 11–15 years of experience and beyond.

Marital Status

Moreover, marital status significantly influences job satisfaction, as married teachers often experience different levels of satisfaction compared to unmarried counterparts, owing to family commitments, financial responsibilities, social relationships, and other factors unique to each individual. Studies on worker demographics indicate that married individuals tend to prioritize family over career, although some research suggests that positive relationships and emotional well-being within happy families can contribute to higher job satisfaction and goal attainment (Romeo, 2018).

For instance, Bakir and Deveci's (2022) study on 320 teachers in Turkey's Elazig District highlighted the significant relationship between age, marital status, and job satisfaction, while gender and education had no discernible impact on teacher job satisfaction. Each working individual's desires vary, influenced by their marital status and personal circumstances.

Similarly, research by Redondo, Sparrow, and Hernández-Lechuga (2019) focusing on physics, health, and music education teachers revealed that married teachers demonstrated greater seriousness and dedication to their work compared to single teachers. This heightened dedication may stem from married teachers' sense of responsibility towards their families, leading to increased maturity, focus, and motivation in their professional endeavours. These findings are consistent with Richard's (2022) observations, which suggest that married teachers tend to exhibit greater stability and endurance in the field of education, as their career choices are often aligned with family life.

Work Experience

According to research conducted by Ferguson, Frost, and Hall (2012) and Li (2018), teachers with extensive experience typically report higher levels of job satisfaction. However, contrasting findings from previous studies, such as those by Kapa and Gimbert (2017); Mu, Hu, and Liu (2016), suggest a negative correlation between teaching experience duration and job satisfaction levels among educators. The results of this study highlight work experience as the sole variable exhibiting a statistically significant negative association with teacher fulfilment. Specifically, as instructors accumulate more years of work experience, their level of job satisfaction tends to decrease.

This consistent finding aligns with prior research conducted both in China (e.g., Mu, Hu, & Liu, 2016) and other countries. A study by Van Maele and Van Houtte (2012) in Belgium similarly revealed that teachers with greater experience tend to exhibit lower levels of job satisfaction compared to their less experienced counterparts. The observed negative correlation may stem from the introduction of novel modifications within educational institutions. In the study by Shujie et al. (2023), it was demonstrated that work experience was the only factor

significantly and negatively impacting teacher job satisfaction, suggesting that as teachers accumulate more years of work experience, their level of job satisfaction tends to decrease.

Level of Education

A teacher's level of education is a factor that influences studies on job satisfaction. For instance, Nor Aroma et al. (2022) found differences in job satisfaction based on a teacher's level of education, indicating that higher levels of education provide teachers with greater confidence and qualifications to teach comfortably. However, contrasting findings from previous studies, such as those by Ingersoll et al. (2014), suggest that educational qualifications may be less crucial for teachers entering the profession with a certificate or qualification, while training in pedagogy and teaching methods is deemed more essential. Conversely, research by Huan Wang et al. (2022) and Rahman et al. (2020) found that the level of education had no significant influence on teacher job satisfaction in schools, possibly because educational attainment does not directly impact salary or positions within schools.

Nevertheless, an analysis of the 2011–2012 School and Staffing Survey focusing on teachers and schools in the United States, as conducted by Goldring, Gray, and Bitterman (2013), revealed that a higher proportion of teachers in public schools are female and possess a Master's Degree compared to teachers in private schools. This discrepancy may stem from factors such as work experience, which may provide an advantage in student handling and classroom teaching. Overall, studies utilizing demographic moderators such as age, gender, marital status, teaching duration, teaching experience, and education level aim to analyse on-the-job performance of staff. The data obtained will help determine the correlation of these factors with lecturer performance, whether it is high, medium, or weak.

School Location

The level of job satisfaction among teachers varies depending on the region or sector of the school. Several studies have explored potential disparities between urban and rural teachers. For instance, Li (2018) and Mahmood, Nudrat, and Asdaque (2011) found no statistically significant difference between the two groups. Conversely, Wang et al. (2019) discovered that teachers in urban schools exhibited considerably greater levels of job satisfaction compared to their counterparts in rural schools. However, previous research has suggested that educators working in urban school's experience comparatively lower levels of job satisfaction than their counterparts in rural areas (Stewart & Roblespina, 2008). In the context of the educational sector, it has been observed that teacher job satisfaction tends to be higher in public schools compared to private schools in China (Zhou, 2007).

Conclusion

In recent years, scholars have shown a growing interest in integrating moderator traits such as gender, age, educational attainment, tenure, and marital status into their research endeavours, with the objective of managing demographic variables. This investigation into variations in the factors shaping job satisfaction across different demographic categories is based on the premise that individuals within these cohorts may possess unique requirements, motivations, and preferences that impact their interpretations and responses to organizational contexts. This supposition is substantiated by the developmental trajectory of human needs and aspirations. Moreover, researchers have effectively documented and elucidated demographic differences and their impact on job satisfaction, leading to enhanced productivity within organizations. For instance, the observed association between age and job satisfaction may stem from social or

psychological factors evolving over time, or from individual work-related experiences. Therefore, the available evidence suggests that senior employees tend to exhibit higher levels of job satisfaction, not solely due to gradual adaptation to their positions, but also because of the inherently more rewarding nature of their roles. Satisfaction, driven by motivation and a positive work environment, manifests in joyful, enjoyable, comfortable, calm emotions, and positive feelings. The paper presents both general and specific measures, providing valuable insights for management and policy formulation on effectively addressing and reshaping the demographic aspect of job satisfaction in educational settings to enhance the quality performance of teachers.

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