

Possible relationship among experience, age, income level, gender, and job satisfaction

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DOI: 10.35974/acuity.v8i1.2848

Abstract

Discovering the causes of satisfaction and dissatisfaction is one of the primary goals of job satisfaction studies, and also it has a connection with several important factors. The present study investigates the relationship among Iranian EFL teachers' experience, age, gender, income level, and job satisfaction. To this end, 104 male and female EFL teachers in Urmia, Iran was selected based on convenience sampling design. The participants were asked to fill out an online Job Satisfaction Index (JDI) questionnaire. It evaluates a person in six areas: the nature of the job, supervision, coworkers, promotions, salaries, and benefits, and working conditions. The questionnaires were analyzed by SPSS. In order to investigate the hypothesis, a parametric correlation coefficient was used. The results revealed there was a connection between experience, age, income level, and job satisfaction. However, the gender-job satisfaction connection was determined to be insignificant. It implies that job satisfaction is irrelevant to gender. The implication of the present study can be beneficial to supervisors, institutes, and administrators.

Keywords: *Job satisfaction, age, gender, experience, EFL teachers*

INTRODUCTION

Many researchers have defined satisfaction in various ways, and it has been the principal subject of numerous surveys and studies. Teacher's job satisfaction results from the perceived link between what a teacher wants from teaching and what a teacher feels it delivers to a teacher (Zembylas & Papanastasiou, 2004). Job satisfaction is described by Thiruchelvi and Supriya as "an assessment of the perceived job characteristics, work environment, and emotional experience at work." (2009, p. 110). The work of Herzberg, Mausner, and Snyderman has had a significant influence on job satisfaction studies (1959). Job satisfaction and dissatisfaction, according to Herzberg's dual-factor theory, are independent of one another and are influenced by a variety of working circumstances. The vast majority of scholarly studies on this subject focuses on determining and evaluating job satisfaction (Chang & Chang, 2014; Fila, Paik, Griffeth, & Allen, 2014; Macintosh & Krush, 2014; Spagnoli, Caetano, & Santos, 2012). Both internal and external variables influence a teacher's job

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satisfaction. It is controlled by a variety of factors, and it reflects an individual's overall attitude toward their job, as well as how they regard their profession, the working environment, and the working environment in general (Anastasiou & Belios, 2020). Among the many parameters linked to teacher job satisfaction, years of experience, teachers' age, and gender have received significantly more attention in the literature. According to Tsui (2005), teaching experience is a crucial and essential factor in teacher development. Teachers with fewer years of experience face various challenges in the classroom than those with more. According to Van Maele and Van Houtte (2012) and Menon and Athanasoula-Reppa (2011), teachers with more extensive work experience tended to be more content with their positions than those with fewer work experiences. The greater the teachers' positive influence, the higher their self-efficacy beliefs, job satisfaction, and passion in the classroom (Buric & Moe, 2020). Age is another factor influencing job satisfaction (Dewar & Werbel, 1979; Parasuraman, 1982). Job satisfaction rises as one gets older and gains more experience. Older teachers seemed satisfied with specific parts of their jobs in certain circumstances, such as more substantial relationships with their coworkers (De Nobile & McCormick, 2007). The correlations between gender and teacher job satisfaction are considerable for two main reasons: firstly, because teaching is a popular career choice for women in a few countries, it is necessary to investigate gender as a contributor to job satisfaction and to identify reasons for differences in male and female teacher job satisfaction; furthermore, female teachers have lower job satisfaction than male teachers. Wilson (1997) found that female teachers who are dissatisfied with their jobs are more likely to face obstacles to their progression, such as prejudice and socioeconomic concerns. It is generally accepted that more salary equals greater job satisfaction. A higher salary equates to more financial stability. Job satisfaction is impacted by a variety of factors, as mentioned previously. Promotions are a vital part of each employee's life. A significant rise in an employee's salary or income has a substantial impact on their job.

Aydin, Uysal, and Sarier (2012) investigated the impact of gender on teacher job satisfaction in Turkey. Meta-analysis is utilized as a research tool to aggregate master's and doctoral theses written in Turkey between 2005 and 2009. Based on research, the effect of sex on job satisfaction is in favor of males. An Iranian study by Sarani and Rezaee (2017) found a positive correlation between teaching experience and job satisfaction among English teachers. The study was conducted using a questionnaire developed by Moafian and Pishghadam (2009). An equal number of male and female teachers took part, with an equal number of each gender. Yucel and Bektas (2012) studied secondary school teachers in Erzincan, Turkey. They found that teachers' age could moderate the association between job satisfaction and commitment. School authorities need to develop strategies to deal with teachers who experience less job satisfaction. Papanastasiou and Zembylas (2006) look into the differences in work satisfaction between public and private kindergarten instructors. Public school teachers had an average age of 36.28 years old, but private school instructors had an average age of 28.97 years old. This is hardly unexpected considering that private kindergartens in Cyprus often provide fewer extrinsic benefits. Moreover, instructors at public kindergartens reported their discontent with the way their school system handled merit-based promotions.

The satisfaction levels of male and female teachers in various Iranian institutes have not been examined despite the wide range of studies and reviewed literature on the topic. Furthermore, there hasn't been any research on the impact of age and the relationship between age, experience, the income levels of young, inexperienced instructors and experienced instructors, and job satisfaction. Moreover, unlike other studies, this study looked at diverse ages and levels of expertise. Specifically, to pave the way towards a deeper and more thorough understanding of the claims as mentioned above, the following questions were formulated:

1. Is there any significant relationship between age and job satisfaction among EFL teachers?
2. Is there any significant relationship between teaching experience and job satisfaction among EFL teachers?
3. Is there a significant relationship between income level and job satisfaction among EFL teachers?
4. Is there any significant relationship between gender and job satisfaction among EFL teachers?
5. Does teaching experience moderate the relationship between age, income level, gender, and job satisfaction among EFL teachers?

METHODS

Research design

The relationship between experience, age, income level, gender, and job satisfaction of Iranian EFL teachers was explored in this study. Correlational research, partial correlation type has been chosen to evaluate the research hypothesis and research questions.

'Partial correlation' is a very useful technique, allowing us to examine the relationship between two variables after removing the correlation which is due to their mutual association with a third variable (for example, a background variable such as the learner's intelligence/aptitude, which can easily modify the scores when computing correlations between motivation and, say, achievement). This is, in a way, the correlation counterpart of ANCOVA. (Zoltán Dörnyei, 2007, p.223).

Research participants

The majority of the teachers in this study were English-language students in West Azerbaijan, Iran, who worked full-time or part-time in schools or institutes. A convenient sampling design elected 31 male and 73 female EFL teachers. The majority of the teachers had bachelor's degrees in TEFL and English literature, and several were masters in TEFL. And only a few held PhDs. The age range of the participants was from about 22 to more than 41. The years of experience ranged from one year to more than 20 years.

Instruments

A job satisfaction scale was utilized as the main instrument in this research. There are numerous questionnaires available for assessing teachers' job satisfaction. The most widely used measures of job satisfaction include the job descriptive index (JDI). The JDI consists of 70 items and measures job satisfaction on a 5-point Likert scale. It evaluates a person in six areas: the nature of the job, supervision, coworkers, promotions, salaries, and benefits, and working conditions. Using the formal credit method and the perspectives of five experts and professors from the University of Isfahan's Faculty of Educational Sciences and Economics, this test was discovered to be valid. Cronbach's alpha coefficient was also used to assess the reliability of the JDI questionnaire. It was found to be significant at an alpha level of 0.10 (93 percent), demonstrating the tool's high reliability.

Procedure

One hundred four participants were picked from some private language institutes in Urmia, West Azerbaijan Province. The researcher created an online questionnaire and sent it to both male and female EFL teachers via email and other social media applications. It's important to note that the total number of participants was 150, but 46 were not taken into consideration because of incomplete responses. The statistical procedures were carried out using the Statistical Package for Social Sciences (SPSS) to determine any significant link between experience, age, gender, income level, and job satisfaction.

RESULTS

Based on the objective of the first question, the researcher used the Pearson product-moment correlation test to determine the relationship between the participant's age and job satisfaction. Table 1 provides these results:

Table 1
 Correlation between the EFL Teachers' Age and Job Satisfaction

		Age	Job Satisfaction
Age	Pearson Correlation	1	.746
	Sig. (2-tailed)		.000
	N	103	103
Job Satisfaction	Pearson Correlation	.746	1
	Sig. (2-tailed)	.000	
	N	103	103

As shown in Table 1, there was a strong positive correlation (.746) between the participant's age and job satisfaction. Furthermore, the p-value (.000) was less than .05 and showed that the correlation between these variables was significant.

Based on the intent of the second question, the researcher used the Pearson product-moment correlation test to examine the relationship between the participants' teaching experience and job satisfaction. The results of this test are provided in Table 2:

Table 2
 Correlation between the EFL Teachers' Teaching Experience and Job Satisfaction

		Teaching Experience	Job Satisfaction
Teaching Experience	Pearson Correlation	1	.779
	Sig. (2-tailed)		.000
	N	103	103
Job Satisfaction	Pearson Correlation	.779	1
	Sig. (2-tailed)	.000	
	N	103	103

As shown in Table 2, There was a significant relationship (0.779) between the participants' teaching experience and job satisfaction. Moreover, the correlation between these variables was substantial because the p-value (0.000) was less than .05.

Based on the aim of the third question, the researcher utilized the Pearson product-moment correlation test to determine the relationship between the participants' income level and job satisfaction. Table 3 provides these results:

Table 3
 Correlation between the EFL Teachers' Income Level and Job Satisfaction

		Income Level	Job Satisfaction
Income Level	Pearson Correlation	1	.848
	Sig. (2-tailed)		.000
	N	103	103
Job Satisfaction	Pearson Correlation	0.848	1
	Sig. (2-tailed)	0.000	
	N	103	103

As shown in Table 3, there was a strong positive correlation (0.848) between the participants' income level and job satisfaction. Moreover, the correlation between these variables was significant because the p-value (0.000) was less than .05.

In order to answer the fourth question, the researcher had to determine the correlation between a dichotomous variable (i.e., gender) and a continuous variable (i.e., job satisfaction). Consequently, she used the biserial point correlation to determine the relationship between the above-mentioned variables. The point biserial correlation coefficient is equal to the Pearson product-moment correlation coefficient when one of the variables is dichotomous. Table 4 shows these results:

Table 4

Correlation between the EFL Teachers' Gender and Job Satisfaction

		Gender	Job Satisfaction
Gender	Pearson Correlation	1	-0.039
	Sig. (2-tailed)		0.693
	N	103	103
Job Satisfaction	Pearson Correlation	-0.039	1
	Sig. (2-tailed)	0.693	
	N	103	103

As shown in Table 4, there was a weak negative correlation (-.039) between the participants' gender and job satisfaction. Moreover, the correlation between these variables was not significant due to the fact that the p-value 0.693 was more than .05. In terms of the direction of correlation, there is a negative association between these two variables. A negative correlation implies that decreases in the other accompany increases in one. Being weak means that the magnitude of the relationship between the two variables is less than 0.5. It can be said that the relationship between gender and job satisfaction is weak.

In order to answer the fifth question, the researcher used three partial correlation tests to control the influence of the teaching experience (which may act as a confounding variable) on the relationships between the above-mentioned pairs of variables. Table 5 shows these results for the correlation between the EFL teachers' age and job satisfaction:

Table 5

Partial Correlation between the EFL Teachers' Age and Job Satisfaction When the Influence of the Teaching Experience on this Correlation was Controlled

Control Variables		Age	Job Satisfaction	Teaching Experience
-none-	Age	Correlation	1.000	.746
				.509

		Significance (2-tailed)	.	.000	.000
		df	0	101	101
		Correlation	.746	1.000	.779
	Job Satisfaction	Significance (2-tailed)	.000	.	.000
		df	101	0	101
		Correlation	.509	.779	1.000
	Teaching Experience	Significance (2-tailed)	.000	.000	.
		df	101	101	0
		Correlation	1.000	.648	
	Age	Significance (2-tailed)	.	.000	
		df	0	100	
Teaching Experience		Correlation	.648	1.000	
	Job Satisfaction	Significance (2-tailed)	.000	.	
		df	100	0	

The top half of Table, which is marked by the word *none*, shows the results of the Pearson product-moment test in regard to the relationship between the EFL teachers' age and job satisfaction (0.746) when the influence of the teachers' teaching experience on this relationship was not controlled. None denotes a partial correlation. The relationship between two variables when the third variable's effect is not taken into account. The bottom half of this table provides the correlation test results regarding the relationship between the participants' age and job satisfaction (0.648) when the influence of their teaching experience on the relationship between their age and job satisfaction was controlled. The comparison between these two correlation coefficients shows a moderate decrease in the strength of the correlation (from 0.746 to 0.648). Nonetheless, the p-value (0.000) in the results of the partial correlation test in the bottom half of Table 5 was less than .05 and showed that the correlation between the EFL teachers' age and job satisfaction was significant when the influence of their teaching experience on this correlation was controlled. Consequently, it was argued that the observed correlation between the teachers' age and job satisfaction was not due merely to the influence of their teaching experience.

Table 6 provides the results of the partial correlation test for the correlation between the EFL teachers' income level and job satisfaction:

Table 6

Partial Correlation between the EFL Teachers' Income Level and Job Satisfaction When the Influence of the Teaching Experience on this Correlation was Controlled

Control Variables			Income Level	Job Satisfaction	Teaching Experience
-none-	Income Level	Correlation	1.000	0.848	0.666
		Significance (2-tailed)	.	0.000	0.000
		df	0	101	101
	Job Satisfaction	Correlation	0.848	1.000	0.779
		Significance (2-tailed)	0.000	.	0.000
		df	101	0	101
	Teaching Experience	Correlation	.0666	0.779	1.000
		Significance (2-tailed)	0.000	0.000	.
		df	101	101	0
Teaching Experience	Income Level	Correlation	1.000	0.703	
		Significance (2-tailed)	.	0.000	
		df	0	100	
	Job Satisfaction	Correlation	0.703	1.000	
		Significance (2-tailed)	0.000	.	
		df	100	0	

As shown in Table 6, there was a moderate decrease in the correlation coefficient between the EFL teachers' income level and job satisfaction (from 0.848 to 0.703). Notwithstanding, the p-value (0.000) in the results of the partial correlation test was less than 0.05 and showed that the correlation between the EFL teachers' income level and job satisfaction was significant when the influence of their teaching experience on this correlation was controlled. Therefore, it was argued that the observed correlation between the teachers' income level and job satisfaction was not due merely to the influence of their teaching experience.

Table 7 shows the results of the partial correlation test for the correlation between the EFL teachers' gender and job satisfaction:

Table 7

Partial Correlation between the EFL Teachers' Gender and Job Satisfaction When the Influence of the Teaching Experience on this Correlation was Controlled

Control Variables			Gender	Job Satisfaction	Teaching Experience
-none ^a	Gender	Correlation	1.000	-0.039	0.068

		Significance (2-tailed)	.	0.693	0.492
		df	0	101	101
Job Satisfaction		Correlation	-0.039	1.000	0.779
		Significance (2-tailed)	0.693	.	0.000
		df	101	0	101
Teaching Experience		Correlation	.068	0.779	1.000
		Significance (2-tailed)	.492	0.000	.
		df	101	101	0
Teaching Experience	Gender	Correlation	1.000	-0.148	
		Significance (2-tailed)	.	0.137	
		df	0	100	
Job Satisfaction		Correlation	-0.148	1.000	
		Significance (2-tailed)	0.137	.	
		df	100	0	

As shown in Table 7, there was a slight increase in the correlation coefficient between the EFL teachers' gender and job satisfaction (from -.039 to -.148). Notwithstanding, the p-value (0.137) in the results of the partial correlation test was more than .05. It showed that the correlation between the EFL teachers' gender and job satisfaction was not significant when the influence of their teaching experience on this correlation was controlled. Therefore, it was argued that the observed correlation between the teachers' gender and job satisfaction was not due merely to the influence of their teaching experience.

DISCUSSION

The primary motivation for conducting this study was to evaluate the relationship between experience, age, income level, gender, and job satisfaction of Iranian EFL teachers in a systematic manner. Despite the enormous review of evidence and evaluated literature on the subject, the satisfaction levels of male and female teachers in different Iranian institutes have not been investigated. Furthermore, no studies on the effects of age or the connections between age, experience, the pay scales of young, inexperienced teachers compared to experienced instructors, or job satisfaction have been conducted. In addition, this study looked at a range of ages and degrees of skill, unlike earlier investigations. According to the findings, there was a highly positive association between participants' age and job satisfaction. The findings of this study about the relationship between age and job satisfaction were in line with the findings of Saner and Zihni

Eyüpolu (2012). Their research showed that older academics are generally more satisfied with their jobs than younger academics. However, there was no statistically significant correlation between age and intrinsic satisfaction. Also, it was in conformity with the findings of Yuçel and Bektas (2012). They found that teachers' age could moderate the association between job satisfaction and teachers' organizational commitment. The correlation between participants' teaching experience and job satisfaction was strong and positive. This study's conclusions on the association between experience and job satisfaction were in line with the findings of Sarani and Rezaee (2017). They researched Lorestan Province, encompassing Khoram Abad, Poldokhtar, and Borujerd, Iran. Their findings showed a significant positive relationship between teaching experience and job satisfaction among English teachers. In addition, the results of this study also corroborate the findings of Veisia, Azizifara, Gowharya, and Jamalinesaria (2015), who found a significant positive relationship between experience and job satisfaction. All other dimensions of job satisfaction were higher for experienced instructors.

Furthermore, the participants' income level and job satisfaction had a strong positive association. The gender of the subjects had a weak negative connection with job satisfaction. It means that gender has no essential role. The findings of this research regarding the relationship between gender and job satisfaction were not in line with the previous study by Aydin, Uysal, and Sarier (2012), who found the effect of gender on job satisfaction was in favor of males. Meanwhile, in the present study, the participants' gender and work satisfaction had a weak negative connection.

On the other hand, this research and Reppa and Menon's (2011) study were similar. In terms of gender, they found that no significant variations in work satisfaction were discovered between men and women, even though men's mean scores were often higher than or so close to those of women. Finally, when the influence of their teaching experience on this association was controlled, the correlation between EFL teachers' age and job satisfaction was substantial. As a result, it was suggested that the observed relationship between teachers' age and job satisfaction was not solely due to their teaching experience.

Like many other research investigations, this study had some limitations. The most significant was that teachers were given online questionnaires due to the universal quarantined, and several participants did not immediately respond to the online questions. It's worth noting that reaching male teachers was difficult due to quarantine and a scarcity of male teachers. Therefore, the number of male teachers in this study is lower than that of female teachers. This may have an impact on the research conducted in this study.

The findings of this study would be helpful for English language teachers in schools and people who want to be teachers. It would be better for teachers to be aware of the factors that affect their satisfaction. Furthermore, the results of this research may assist the Ministry of Education in selecting young teachers. Moreover, they present a range of facilities for experienced teachers. This research has the benefit of being related in this regard. It can open up a new perspective for those who want to do another related research, as it has done in the past. Furthermore, the findings of this study will be beneficial to teachers.

This research has thrown up some questions about the need for further study. Further research can incorporate other variables, such as the effects of anxiety on teachers' job satisfaction and job performance. This could also be a useful subject for further research in this area. More research could be done to see just what variables cause job dissatisfaction and even minimize these factors in language institutes. Eventually, it is essential to investigate and analyze teachers' job satisfaction in various locations and cities and explain discrepancies.

CONCLUSION

The major goal of this study was to examine the relationship between Iranian EFL teachers' experience, age, income level, gender, and job satisfaction in a particular way. As shown in the outcomes, there was a significant positive relationship between participants' age and job satisfaction, as well as a strong positive relationship between participants' teaching experience and job satisfaction. Also, there was a substantial positive relationship between the participants' income level and job satisfaction. Job satisfaction was slightly negatively correlated with the individuals' gender. Furthermore, there was no statistically significant link between gender and job satisfaction. It implies that gender has no significant influence. Last, the correlation between EFL teachers' age and job satisfaction was significant when the impact of their teaching experience on this association was controlled. As a consequence, it was implied that the observed relationship between teachers' age and job satisfaction was related to more than just their teaching experience.

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