

**DEMOGRAPHIC CHARACTERISTICS AND ITS INFLUENCE ON JOB SATISFACTION IN
BEDOUIN SCHOOLS IN ISRAEL*****Sleiman Aburkayek**

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Abstract

This research investigates the influence of demographic characteristics and school characteristics on job satisfaction of teachers in Bedouin schools in Israel. Data was gathered from 303 teachers in Bedouin primary, junior high, and high schools in Bedouin, Israel. The outcomes indicated that both demographic characteristics: original domicile, age, seniority in education, and school characteristics: school type and size of school have a significant influence on the job satisfaction of teachers in Bedouin schools in Israel.

Keywords: Bedouin, Demographic characteristics, Job satisfaction, Herzberg Two-Factor Theory.

INTRODUCTION

Job satisfaction describes the extent to which a person is happy or satisfied with their work. According to Spector (1997), how people perceive their work, such as, good treatment and satisfaction, while Demirtas (2010) defined job satisfaction as "a positive or enjoyable emotional state that results from an employee's appreciation of his work experience." From the education perspective, Ostroff (1992) definition of job satisfaction is defined as an important policy issue related to teacher motivation and performance that influences student learning, while Tien (2018) understanding of job satisfaction may keep teachers' commitment that directly leads to higher educational results. According to Aburkayek (2022), the behaviours of school principals in the Bedouin sector determine how much teachers experience high values and satisfaction in order to achieve high performance in schools. Job satisfaction could lead teachers to be more productive and affect the performance of the education system. Alongside with the working conditions of the teachers in the schools, the demographic characteristics and school characteristics are also considered important factors that determine the level of job satisfaction (Kume 2020; Toropova, 2021; Chirchir, 2016; Islam and Akter, 2018; Bello and Nasiru, 2021). Therefore, the present research focuses the influence of demographic characteristics on teachers' satisfaction in Bedouin schools in Israel. Academic studies have been done to evaluate the effect of demographic characteristics on teachers' job satisfaction. However, a study that identifies the effect of demographic characteristics on the job satisfaction of teachers in the Bedouin sector in Israel is limited.

Impact of Demographic characteristics on Job Satisfaction

Demographic characteristics are measured by age, marital status, level of education, years of service, etc. (Islam and Akter 2019). Along with the demographic characteristics, school characteristics are measured by original domicile, number of students, and school type.

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Researchers found that demographic characteristics like age have no influence on job satisfaction (Scott *et al.*, 2005). Other researchers have indicated a significant statistical age influence on job satisfaction (Alyaha and Mbogo, 2017; Kume, 2020; Bello and Nasiru, 2021). In addition, gender has a significant influence on job satisfaction. Women's satisfaction was found to be significantly more than men's (Alyaha and Mbogo 2017; Toropova *et al.*, 2021). In contrast, the male gender is perceived to be more satisfied with their job than the female gender (Bello and Nasiru, 2021). While Nhat and Huyen (2018) found that male teachers were more satisfied with the nature of work than female teachers, Several studies have looked into school characteristics as they relate to job satisfaction. Teachers with a long teaching experience reported higher levels of job satisfaction compared to teachers with lower seniority who leave the teaching profession after serving for several years. Hence, faculty members feel more satisfied in their job when they get older and experience more (Islam and Akter 2019). Whereas Nhat and Huyen (2018) found no significant differences in job satisfaction among teachers who had different teaching experiences.

Herzberg Two-Factor Theory

The two-factor theory of Herzberg (1968) he was the first to examine the phenomenon of motivation and create a two-factor theory, in which the employee satisfaction consists of two separate axes: one is for job satisfaction and the other is for job dissatisfaction. The axis of satisfaction that expresses a positive motivation at work is a product of emotional satisfaction with the need for self-awareness and job identification. That is, the satisfied worker is an employee who develops and challenges his job. The second axis, dissatisfaction that expresses the negative motivation for work, is the product of working environment conditions, such as labor relations, human environment, wages, hours of work, rest, and work procedures. As a result, and according to previous studies, when the result of both evaluation and employee failure to work is negative, dissatisfaction with work occurs, which, by itself, leads to burnout at work.

Objective of the study: The purpose of this study is to determine whether demographic characteristics and school

characteristics influence job satisfaction among teachers in Bedouin schools in Israel.

Hypothesis

H2: There is a significant relationship between demographic characteristics and job satisfaction among teachers in the Bedouin education system

H1: There is a significant relationship between school characterization and job satisfaction in the Bedouin education system. The research hypotheses of this study represent the demographic influences that include that original decimal, age, school type, and seniority in education. Based on the above hypotheses, the theoretical framework of this study is proposed as follows (Figure 1):

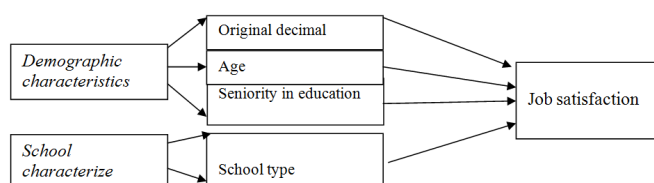


Figure 1. Conceptual framework

RESULTS

The findings of this research were collected from 303 school teachers in Bedouin primary schools, junior high schools, and high schools in the Bedouin south of Israel. The research included questionnaire: “teacher satisfaction questionnaire”, was adopted by Alsahli (2017). Additionally, the researcher added items to the teacher satisfaction questionnaire to adapt it to the study population in this study.

Background Variables

(303) teachers responded the teacher satisfaction questionnaire, 50.2% of them were female, the majority of them (47.2%) worked in junior schools. Regard educational level, the respondents distributed to 45.2% of bachelor degree, 49.8% of master’s degree educational level, and 5% of them had PhD degree.

As table 1 shows about 59% of the respondents were from south of Israel, while the rest of them were from north of Israel. Regard age of teacher, the respondents distributed as 23.8% were of ages less than 30 years old, and 22.1% aged (31-40) years old, 33% of them were of ages (41-50) years old, and the rest of them were of ages more than 50 years. Regard years of experience, about 38% of the respondents had less than 10 years of experience, 34.7% of them had more than 20 years of experience in education. According to table 1 the majority of teachers were student educator (45.7%), 32.1% were educator and about 22% of them were teacher coordinator. Regard the size of school as number of students, 39.6% of the respondents worked in (300-500) student’s schools. 24.4% worked in (500-700) student’s schools, 20.8% worked in (700-1000) student’s schools and the rest of them worked in schools of size less than 300 students.

Table 1. Teacher’s distribution by demographic variables

Variable	Categories	Count	%
Gender	Male	151	49.8%
	Female	152	50.2%
School	Elementary school	60	19.8%
	Junior school	143	47.2%
	High school	100	33.0%
academic degree	Bachelor	137	45.2%
	Masters	151	49.8%
	PhD	15	5.0%
original domicile place	South of the Israel	178	58.7%
	North of Israel	125	41.3%
	Less than 30	72	23.8%
age	31-40	67	22.1%
	41-50	100	33.0%
	More than 50	64	21.1%
	Less than 10 years	114	37.6%
seniority in education	10-20	84	27.7%
	20-30	105	34.7%
	Educator	97	32.1%
position you hold at school	Teacher coordinator	67	22.2%
	Student educator	138	45.7%
	Less than 200	14	4.6%
size of school as number of students	200-300	32	10.6%
	300-500	120	39.6%
	500-700	74	24.4%
	700-1000	63	20.8%

Table 2 below shows the results of testing teacher satisfaction score according to demographic variables.

Table 2. Differences in teacher satisfaction according to demographic characteristics

Variable	N	Mean	Std. Deviation	P-value	
Teacher Gender	Male	151	3.29	.74	0.262
	Female	152	3.20	.66	
original domicile	South of the Israel	178	3.38	.74	0.000
	North of Israel	122	3.04	.61	
	Bachelor	137	3.28	.68	
Teacher educational level	Masters	151	3.25	.74	0.051
	PHD	15	2.82	.42	
	Elementary school	60	3.10	.589	
School type	Junior school	143	3.34	.717	0.047
	High school	100	3.18	.731	
	less than 30	72	3.21	.729	
Teacher age	31-40	67	3.12	.651	0.000
	41-50	100	3.11	.632	
	more than 50	64	3.59	.731	
Seniority in education.	less than 10 years	114	3.16	.664	0.017
	10-20	84	3.16	.743	
	20-30	105	3.40	.692	
Teacher position.	Educator	97	3.36	.809	0.105
	Teacher coordinator	67	3.20	.687	
	Student educator	138	3.17	.619	
	Less than 200	14	2.83	.298	
School size	200-300	32	3.05	.501	0.074
	300-500	120	3.28	.749	
	500-700	74	3.27	.720	
	700-1000	63	3.33	.716	

Looking at p-values the satisfaction score differs significantly according to each of original domicile, school type, teacher age, and seniority in education, hence we accepted each of the two hypotheses, the first and the second hypothesis. Regarding original domicile, teachers from south of Israel significantly more satisfied than teacher from north did. Junior school teachers were significantly more satisfied than elementary schools teachers. Teachers whose ages exceeds 50 years were significantly more satisfied than all other age intervals; less than 30, 31-40, 41-50 as p-values in table 2 show. Teachers who had 20-30 years of education were significantly more satisfied than teacher who had lower seniority in education; less than 10 years, and 10-20 years as table 2 shows.

Table 3. Multiple comparisons, differences in teachers' satisfaction according to demographic characteristics

Variable	(I) category	(J)category	p-value
School type	Elementary school	Junior school	.025
		High school	.475
	Junior school	Elementary school	.025
		High school	.079
High school	Elementary school	.475	
	Junior school	.079	
	less than 30	.001	
Teacher age	More than 50	31-40	.000
		41-50	.000
		20-30	.011
Seniority in education	less than 10 years	20-30	.018
	10-20	20-30	.018

DISCUSSION AND CONCLUSION

This study investigates the influence of demographic characteristics and school characteristics on job satisfaction of teachers in Bedouin schools in Israel. The study tested the hypothesis that expects that there is a significant relationship between demographic characteristics and job satisfaction among teachers in the Bedouin education system, which has been accepted. Testing the hypothesis that there is a significant relationship between school characteristics and job satisfaction in the Bedouin education system has been accepted too. The outcome of Table 2 indicates that in original decimal, teachers from the south of Israel were significantly more satisfied than teachers from the north. That is probably due to the inequality of teachers from the north of the country compared to local teachers. According to Aburkayek (2022), teachers from the South, who are defined as local teachers, enjoy working in positions and rewards in the school. The teachers from the north travel to the south every day. They work in difficult conditions, working long hours, and most of them are women and mothers. Another possible explanation could be ways of dealing with another culture. According to Alsad (2016), there are differences between the local community and the teachers of the north due to the differences in habits, traditions, and culture. According to the results in Table 2, teachers whose ages exceeded 50 years were significantly more satisfied than all other age intervals; less than 30, 31-40, and 41-50. A possible explanation Teachers whose ages were more 50 years old were satisfied because they have teaching experience and the school principals also do not interfere with their work; they rely on them. Another explanation is that in the Bedouin education system, teachers whose ages exceed 50 years work fewer teaching hours and have positions. This outcome, in line with a previous finding, "the older the teacher is, the greater the chances that he will be satisfied at work" (Kume 2020, Islam and Akter, 2019; Bello and Nasiru, 2021). In addition, teachers of a higher age group are more likely to be satisfied

with the appreciation given by principals (Chirchir 2016). In contrast, the teachers with young ages are under stressful working conditions such as lack of teaching experience, student behaviors, and differences in salary, workload, and lack of support from the school principal, all of which affect their job satisfaction. According to Anastasiou and Belios (2020), age and job satisfaction had a significant negative influence on emotional exhaustion. In addition, there has been an increase in the salary gap between old and new teachers (CBS, 2021). This gap can affect teacher retention in the education system and job dissatisfaction. Here, the salary is very important. According to the two-factor theory of Herzberg (1968), a satisfied worker is an employee who develops and challenges his job. And dissatisfaction, which expresses a lack of motivation for work, is a result of working environment conditions such as wages and work procedures. Regarding teachers' demographic variables related to school type As Table 2 shows, junior high teachers were significantly more satisfied than elementary school teachers. In elementary school, there is criticism and observation by parents of students' achievements and also criticism of the difficulties faced by students who do not know how to read and write. Consequently, the percentage of students who do not read and write will continue to increase until pupils reach middle school. These difficulties make teachers feel dissatisfied. In contrast, junior school teachers are more satisfied than elementary school teachers due to the fact that the middle school can be defined as a layer between primary and secondary, and teachers fill educational gaps that primary teachers were unable to fill.

Therefore, they do not have to criticize, and they work to supplement the materials and, in return, fill the educational gaps. So they feel more job satisfaction. Another reason is that teachers in primary schools deal with children, and this makes it difficult for them to work as well. In middle school, the student feels that he is in a stage that is not primary, and this makes it easier for middle school teachers to work with him. In addition, junior school teachers were more satisfied than high school teachers because they have more workload and responsibility for students' achievements, especially in their success in high school matriculation exams. Another finding in Table 2 shows that teachers who had 20–30 years of education were significantly more satisfied than teachers who had lower seniority in education; less than 10 years, and 10–20 years. Teachers who have a long teaching experience are more satisfied than teachers with less teaching experience (Islam and Akter, 2019; Kume, 2020; Toropova *et al.*, 2021). The teachers in the Bedouin education system have had 20–30 years of education. They have the experience and ability to deal well with student learning, problem solving, and mentoring of new teachers. Another important reason is that their salaries are relatively higher than those of teachers with less seniority. Regarding the teacher's demographic variables related to teacher gender, teacher educational level, teacher position, and school size. The outcomes indicated that there were no significant differences in job satisfaction. Finally, defining the relationships between demographic characteristics and their impact on teacher satisfaction provided us with information that could be recommended for the retention of teachers in the education system by increasing teacher salaries, particularly for new teachers, as well as promoting teachers from the north into positions in the school to maintain a balance between local teachers and teachers from the north in order to advance the achievements and goals of the school.

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