



Job Satisfaction among Vocational High School Teachers by Demographics Factors In Educational Institutions

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ABSTRACT

Objective: Job satisfaction is an essential factor that needs attention from leaders in educational institutions. If teachers in educational institutions have job satisfaction, this will impact their job performance. This study analyzes job satisfaction from demographic factors of age, gender, tenure, and marital status of vocational high school teachers in Surabaya. **Method:** This study used quantitative methods. This research was conducted in educational institutions, especially in vocational high schools. The subjects of this study used 160 vocational high school teachers in Surabaya. The sampling technique used convenience. The data analysis technique used an independent sample t-test. The results of this study indicate that there are differences in job satisfaction by demographic elements consisting of age, tenure, gender, and marital status. **Results:** The results of this study indicate that teachers who are more than 35 years of age have higher satisfaction, teachers who have more than five years of tenure have higher job satisfaction, female teachers have higher job satisfaction than male teachers, and married teachers have higher job satisfaction than unmarried teachers. **Novelty:** Previous research has studied the impact of job satisfaction, but to researchers' knowledge, more research is needed to study job satisfaction from demographic factors in vocational high school teachers. Therefore, this topic is interesting to study, considering that demographic factors are a point of view that is rarely used to study individual variables.

INTRODUCTION

Education is a long process that lasts throughout life. Because education lasts throughout life, of course, at every age of development, education has different goals. In Indonesia itself, education has several levels, namely elementary school education, junior high school education, senior high school education, and vocational high school education, where each level has a focus on goals according to the developmental tasks of students. Vocational high school education, for example, in practice, according to Article 15 of the National Education System Law, states that the specific objective is to prepare students to become productive, independent individuals who can become middle-level workers by the competencies of the selected expertise program. In the learning process, vocational high schools focus on competencies and skills to create a workforce ready to enter the industrial world with the knowledge and competencies formulated (Achdiani et al., 2017).

Teachers or educators determine the achievement of these educational goals and the quality of education. According to Law number 20 of 2003, education is a professional who has the responsibility of planning and implementing the learning process, assessing learning outcomes, and providing guidance and training. Teachers must be able to choose appropriate learning methods, select and use learning media, use

assessment tools, master the material, and manage learning in class and laboratory (Achdiani et al., 2017). From this, teachers play an essential role in achieving a quality education. There are several roles of teachers in education, such as motivator, facilitator, guide, mediator, evaluator, and so on (Nurzannah, 2022). As a motivator, the teacher can act as an individual who helps students arouse their motivation through advice or words of encouragement and praise. Not only in encouraging situations, even in unpleasant situations, the teacher must also be able to keep encouraging students so they do not give up easily in certain situations. As a facilitator, the teacher does not only play a role in providing materials that have been arranged, but the role of the teacher here is how a teacher can facilitate students to gain learning experiences and skills to live life in the future. Being a teacher is certainly not free from existing challenges, one of which is gender imbalance or the fact that men in a modern patriarchal system seek professions with a higher socio-economic status than women (Lazzarich, 2019). Therefore, environment and supporting infrastructure remain the leading indicators that can encourage the achievement of educational goals in addition to professional educators. The performance shown by individuals is based on a feeling of satisfaction with the environment, facilities, and salary provision that is perceived as appropriate (Suriyana, 2021). The intensity of job satisfaction can encourage an increase in the performance of junior high school teachers (Lantu & Irfana, 2019). Job satisfaction is one of the factors that can affect performance improvement, which arises because of feelings of a supportive work environment and relationships between coworkers.

Job satisfaction is the result of employees' perceptions of how good their work is, which provides things that are considered essential (Luthans et al., 2021). Job satisfaction emphasizes positive feelings about work and work situations; satisfaction can be defined as the degree to which individuals feel positive or negative feelings about their jobs. Job satisfaction represents positive feelings related to the work produced and its evaluation. Individuals who have a high level of job satisfaction tend to have positive feelings about their work. Job satisfaction results from employee perceptions regarding how good their job is and how it provides something considered necessary. At this point, job satisfaction is understood as a reflection of positive affection towards work. Job satisfaction shows an individual's attitude towards his job, which is shown in positive behavior at work (Nabawi, 2019).

Job satisfaction has several main dimensions, namely: 1) the job itself, which is a description of the extent to which the work performed can provide opportunities to learn and accept responsibility; 2) wages or salaries, financial rights received concerning the extent to which this is seen as fair when compared to the remuneration of others, 3) Promotion, relating to the provision of opportunities for promotion, 4) Supervision, relating to supervision by superiors, 5) coworkers, relating to the support of coworkers who create a positive atmosphere. Research on job satisfaction is an important topic to research, considering the impact that arises if employees lack job satisfaction. Several previous studies reviewed the impact of job satisfaction. Research conducted by Maulana and Munandar (2019) shows a significant and positive relationship between job satisfaction and employee performance; the higher the level of satisfaction, the higher the employee performance. Another research shows that job satisfaction and job loyalty significantly have a strong influence on teacher performance at Sekayu Junior High School (Widayati et al., 2020). Apart from that, according to the results of research conducted by Sadeghi et al. (2021), teachers' dissatisfaction with their profession can be

a significant barrier to effective learning, resulting in hampered student learning. In addition, job satisfaction also affects teacher performance displayed during the learning process (Sari et al., 2022). Teachers play an essential role in the teaching and learning process. It is essential for teachers to be satisfied with their working conditions in order to perform well and thereby provide quality education to students. Principals must ensure that recognition of teachers who have exemplary performance in school is carried out to increase their self-esteem, thereby giving them a sense of security in their work. Progress in the profession must also be ensured to help teachers increase their self-efficacy and ultimately improve the quality of teaching (Baluyos et al., 2019). Research by Susilo and Satrya (2019) shows that job satisfaction has a negative effect on turnover intention, which indicates that the better job satisfaction, the lower the level of turnover intention of workers. Another research shows that Work fatigue and workload have been proven to influence teacher job satisfaction (Zang et al., 2022). Job satisfaction can influence the subjective well-being of workers; when job satisfaction is high, subjective well-being will increase and vice versa (Darwis & Syafiq, 2021). Job satisfaction has a negative relationship with work engagement and intention to move. This indicates that when job satisfaction and engagement increase, the individual's intention to move will decrease (Park & Johnson, 2019). Job satisfaction has a significant influence on Organizational Citizenship Behavior based on research from (Masharyono et al., 2018). Other research conducted by Fütterer et al. (2023) related to the differences in job satisfaction between teachers with a first career and a second career. The study found that teachers with a first career were more satisfied with their work than teachers with a second career. This was influenced by job barriers, views, and career paths, where teachers with a first career are based on ideals and education. In contrast, teachers with a second career make the teaching profession an alternative path.

The results of the preliminary study through interviews with several Vocational High School teachers in Surabaya stated that various tasks as teachers make them happy, the work environment is very supportive of their self-development, and senior teachers spend much time helping junior teachers develop learning modules. Interviews also conducted with several school principals showed that each teacher showed enthusiasm in carrying out their duties as a teacher, the relationship between teacher colleagues was also well established, and the school also provided opportunities to achieve a better career path in their respective school environment. Factors that affect job satisfaction are two types, namely internal factors and external factors; internal factors include demographics consisting of gender, age, education, and tenure. In terms of gender, it shows that generally, women have higher job satisfaction than men, age is related to age groups having some relationship, education is related to the tendency of more educated employees to be less satisfied than educated ones, and working time is related to higher job satisfaction in the first few days then it will drop slowly. External factors include job type and employment status. Work culture can also be an internal factor driving job satisfaction, in line with research conducted by Izzati and Mulyana (2019), which shows that culture can encourage teacher job satisfaction.

In addition to work culture, other factors that drive job satisfaction are work-life balance and employee relatedness. This is supported by research conducted by Aritonang et al. (2022), which shows the results that work-life balance and employee relatedness have a positive relationship with employee job satisfaction at one of the private banks in Indonesia. The influence of leadership style is also one of the

determining factors for employee job satisfaction. One of the leadership styles that affects job satisfaction is the transformational leadership style. Research conducted by Kaban and Faizal (2020) shows that transformational leadership style has a significant effect on employee job satisfaction in one of the private companies engaged in the palm oil industry. Not only domestic research, international research examining influential factors on job satisfaction was also conducted by Karamanis et al. (2019) in Greece with research subjects, namely employees from various industrial sectors in four regions of the Epirus region. The results showed that satisfaction from endogenous factors (e.g., activity, independence, creativity, etc.) was higher than exogenous factors (e.g., human relations, remuneration, coworkers, working conditions, etc.).

Based on previous research, many factors can influence job satisfaction, including work-life balance, employee engagement, and transformational leadership style. Some research aims to reveal different aspects of teacher characteristics, from choosing a career sequence to length of service. This research is interesting because the difference between this research and previous research lies in the focus and subject of study. Previous research has studied many psychological factors related to job satisfaction, as well as many studies in the corporate industry sector. In contrast, this research will focus on looking for overall differences in demographic aspects, as well as focusing on the subject of vocational high school teachers. The urgency of this research is that school management pays attention to teacher job satisfaction in their school in terms of demographic aspects consisting of age, tenure, gender, and marital status. The contribution of this article is expected to provide specific information about demographic factors that can affect the level of job satisfaction in teachers.

RESEARCH METHOD

General background

This research uses quantitative research. Quantitative research measures variables to answer theory-guided hypotheses (Creswell & Creswell, 2018). This study aims to explore job satisfaction in terms of demographics using quantitative research.

Subjects

The subjects in this study were vocational high school teachers with 160 teachers. Sampling techniques in this study used convenience sampling techniques, which is sampling techniques by selecting research subjects that are easily and readily available in the field (Firmansyah & Dede, 2022).

Instrument and Procedures

This research data collection uses a scale containing a list of statements the research team has prepared. The scale of job satisfaction was developed using the theory of Luthans (2010), which contains six dimensions consisting of the job itself, salary, promotion, supervision or supervision, and coworkers. The demographic question instrument includes gender, age, marital status, and tenure.

The data analysis technique in this study uses the independent sample t-test. The independent sample t-test is a method used to test the average similarity of two independent populations where the researcher does not have a variety of populations. Independent means that the population is not influenced from one sample to another.

This test aims to compare two averages helpful in testing the generalizability of the significance of the research results. This test uses the help of the SPSS program.

Validity and Reliability

Before carrying out the analysis, it is necessary to test the validity and reliability of the scale. Azwar (2015) explains that validity is used to see the accuracy of a measuring instrument according to its function. This means that validity shows how much a scale accurately expresses the attribute data to be measured. Items are considered valid if the validity coefficient is more significant than 0.30. The validity test in this research is construct validity using corrected item-total correlation with the help of SPSS version 25.0 for Windows. The results of the validity test that was carried out for the job satisfaction scale showed that of the 36 items that were tested and analyzed, six items were dropped, and 30 items met a score that correlated more than 0.3. Meanwhile, the reliability test in this study uses the Cronbach Alpha coefficient formula with a range of 0 to 1. The closer to number 1, the more reliable the measurement with this measuring instrument. Items are declared reliable if the Cronbach's Alpha value is ≥ 0.6 , and items are not reliable if the Cronbach's Alpha value is ≤ 0.6 . The reliability test that has been carried out shows that the job satisfaction variable has a Cronbach's alpha value of 0.9 in the very reliable category.

RESULTS AND DISCUSSION

Results

This study aims to determine job satisfaction variables when viewed from demographics. The research subjects were vocational high school teachers in Surabaya, totaling 160 subjects. Data collection that has been done shows the following results:

Demographic Characteristics

Demographic characteristics are related to age, gender, tenure, and marital status. Based on data analysis, it is known that the demographic factors in the form of gender are primarily female, with a total of 90 people or around 56.3%, and the most age at a vulnerable age > 35 years, 96 people or around 60.0%. In comparison, the most marital status is married, around 111 people or 69.4%. In addition, demographic factors in tenure are also most prevalent in employees who have worked for more than five years, namely around 107 people or around 66.9%.

Job Satisfaction

The dimensions of job satisfaction consist of work itself, salary, promotion, supervision, and coworkers. Analysis of the research results if the value of $t_{count} > t_{table}$ and the $p\text{-value} < \alpha$, then the research results are declared significant.

1. The Job Itself

The job itself includes responsibility, interest, and growth. The job is a dimension of how much work can encourage a person to learn and develop (Luthans, 2010). Based on the t-test formula, if $t_{count} > t_{table}$ and $p\text{-value} < \alpha$, the research results are declared significant. The t table in this study is 1.97. Meanwhile, when using the p (2-tailed sig) formula, it can be seen that the Sig (2-tailed) value is < 0.05 . Based on the calculation results, it is known that there are differences in job satisfaction with the dimensions of

the job itself in terms of demographic factors, namely age, tenure, gender, and marital status.

2. Salary

Salary is the adequacy of salary and the amount of equity with others. Salary is related to the perception of remuneration received and the workload given (Luthans, 2010). Based on the t-test formula, if $t_{count} > t_{table}$ and $p\text{-value} < \alpha$, the research results are declared significant. The t table in this study is 1.97. Meanwhile, when using the p (2-tailed sig) formula, it can be seen that the Sig (2-tailed) value is <0.05 . Based on the calculation results, it is known that there are differences in job satisfaction with the salary dimension in terms of demographic factors, namely age, tenure, gender, and marital status.

3. Promotion

Promotion opportunities are opportunities for further advancement. Promotion is related to providing opportunities for workers to develop (Luthans, 2010). Based on the t-test formula, if $t_{count} > t_{table}$ and $p\text{-value} < \alpha$, the research results are declared significant. The t table in this study is 1.97. Meanwhile, when using the p (2-tailed sig) formula, it can be seen that the Sig (2-tailed) value is <0.05 . Based on the calculation results, it is known that there are differences in job satisfaction with the dimensions of promotion opportunities in terms of demographic factors, namely age, tenure, gender, and marital status.

4. Supervision

The quality of supervision relates to technical assistance and social support. Supervision relates to supervision provided by superiors (Luthans, 2010). Based on the t-test formula, if $t_{count} > t_{table}$ and $p\text{-value} < \alpha$, the research results are declared significant. The t table in this study is 1.97. Meanwhile, when using the p (2-tailed sig) formula, it can be seen that the Sig (2-tailed) value is <0.05 . Based on the calculation results, it is known that there are differences in job satisfaction with the dimensions of supervision in terms of demographic factors, namely age, tenure, gender, and marital status.

5. Coworkers

Relationships with coworkers are related to harmony and mutual respect. Coworkers are related to peer support, which creates a positive atmosphere (Luthans, 2010). Based on the t-test formula, if $t_{count} > t_{table}$ and $p\text{-value} < \alpha$, the research results are declared significant. The t table in this study is 1.97. Meanwhile, when using the p (2-tailed sig) formula, it can be seen that the Sig (2-tailed) value is <0.05 . Based on the results of the calculation, it is known that there are differences in job satisfaction with the dimensions of coworkers in terms of demographic factors, namely age, tenure, gender, and marital status.

Differences in Job Satisfaction from Demographics

1. The Work Itself

Based on data analysis, it shows that the dimension of the job itself in terms of demographics shows that teachers aged >35 years have a satisfied perception of the job itself compared to young teachers who age <35 years. In the demographic element of

age, teachers with >5 years tenure have a high average of feeling satisfied, while in gender, female teachers have a more excellent value than male teachers, and the last element is related to marital status; married teachers tend to have a more excellent value related to the job itself.

2. Salary

From the salary dimension, it can be seen that those aged > 35 are more satisfied with the perception of the salary provided related to the tenure of teachers who are more than five years old tend to feel satisfied with the salary provided related to the gender of female teachers feel more satisfaction with the salary while related to the marital status of married teachers have higher satisfaction related to salary.

3. Promotion

The results show that the demographic element of old age has a higher feeling of satisfaction with promotion opportunities, the element of tenure shows a difference between teachers who have < 5 years and > five years of tenure related to promotion opportunities by gender; women have a satisfied perception of promotion opportunities than male teachers on marital status married teachers tend to have better perceptions than unmarried teachers related to promotion opportunities.

4. Supervision

The results show that older teachers are more satisfied with supervision than younger teachers, as well as the tenure element where teachers with >5 years of tenure show higher job satisfaction, female teachers are more satisfied with supervision than male teachers, and finally, married teachers tend to be more satisfied than unmarried teachers.

5. Coworker

The results show that older teachers are more satisfied with peer relationships than younger teachers, teachers with more than five years of tenure are satisfied with peer relationships, female teachers are more satisfied than male teachers, and married teachers are more satisfied than unmarried teachers in terms of the peer relationships dimension.

Discussion

This study aims to determine job satisfaction in terms of demographics (age, gender, tenure, and marital status) in vocational high school teachers in Surabaya. The results of the sample t-test that have been carried out show the results of differences between demographic elements (age, gender, tenure, and marital status). The age element is categorized into old and young individuals; old age has a range of > 35 years, while young age is in the range of < 35 years. The element of tenure is categorized into individuals with a tenure of > 5 years and individuals with a tenure of < 5 years.

According to Luthans (2010), there are several dimensions of job satisfaction, namely: (1) the job itself, which is defined as the extent to which the job can encourage someone to progress and develop; (2) salary, which is related to the perception of the salary received with the workload involved given; (3) promotion is related to promotion given to employees as an opportunity to develop; (4) supervision is related to supervision

given by superiors to their work; (5) coworkers, is related to the support colleagues show towards individuals.

In each dimension of job satisfaction, it can be evaluated that teachers have a pretty good average of job satisfaction. This indicates that, in general, teachers have job satisfaction. This value is manifested in supportive behavior between teachers, previously presented in the preliminary study. Apart from that, teachers also show innovative behavior by developing joint learning.

The results of this research are generally in line with research conducted by Tharu (2019), which shows that different demographic factors, socioeconomic factors, and employment factors are proven to have a significant influence on job satisfaction. Apart from that, in line with research from (Manurung et al., 2022), there are differences in levels of job satisfaction in terms of demographic factors, age, gender, and length of service. Salary and benefits, work environment, and ethnicity are significant factors that influence job satisfaction and turnover intensity (Kebede et al., 2022). The best compensation can be a driving factor to increase employee job satisfaction (Govinda & Mujjati, 2022).

The difference between demographics, in conclusion, results show that in the age element, teachers who are more than 35 years of age have higher job satisfaction than teachers who are less than 35 years of age in terms of all dimensions of job satisfaction. These results support research conducted by Ayele et al. (2020), showing that research subjects in the age range of 20-25 years were found to be 3.5 times more likely to be dissatisfied with their jobs compared to professionals over 30 years old. Workers who have a higher age show higher job satisfaction with their jobs (Miao et al., 2017). The level of job satisfaction is higher in older age groups than in younger age groups (Saner & Zihni, 2012). As people age and transition from one organization to another, employee job satisfaction increases. The reason why the age factor is able to influence job satisfaction is because age is closely related to the motivational factors of the employees themselves.

In addition, based on tenure, it is shown that teachers who have more than five years of tenure have higher job satisfaction than those with less than five years of work experience in terms of overall job satisfaction dimensions. The educational background of employees plays a vital role in job satisfaction. Those with higher qualifications tend to receive higher salaries and more incentives (Bello & Nasiru, 2021). Workers with more than five years of experience certainly have qualifications that will ultimately play an essential role in providing salaries and incentives, so employees with more than five years of experience tend to have higher job satisfaction.

The gender element shows that women have higher job satisfaction than men in terms of overall job satisfaction dimensions. Female lecturers in higher education tend to be more satisfied with their jobs than their male colleagues. The results of this study are supported by the results of previous research, where male teacher engagement is significantly lower than female teachers, full-time or part-time teacher status, and gender affects engagement or job satisfaction (Topchyan & Woehler, 2020). Research conducted by Putra and Arlizon (2021) shows that job satisfaction in female teachers is higher than male teachers. Higher job satisfaction in women can be due to differences in interests at work, which explains why women and men have differences. In addition, the difference in job satisfaction that arises between men and women is because men

have a higher tendency to turnover intention than women, so the job satisfaction of female workers is reported to be higher (Mete & Sokmen, 2017).

The difference from the element of marital status shows that married teachers tend to have higher job satisfaction than unmarried teachers in terms of overall job satisfaction dimensions. These results support research conducted by Ongkowitz (2019) showing that married employees have higher levels than unmarried employees. In addition, Bello and Nasiru (2021) also stated that marital status affects job satisfaction. Workers with married status will feel satisfied. This can be caused because married workers will have differences related to child support and other incentives, thus affecting job satisfaction in remuneration.

Several factors can influence teacher job satisfaction, benefits, and salaries, which, of course, greatly influence job satisfaction. It is evident from the results above that differences arise due to perceptions of incentives for more experienced workers and marital status. According to Mehrzad & Rostan (2021), factors that can influence job satisfaction include (1) salary increases, (2) promotions, (3) policies that support the rights of female employees, (4) a healthy environment, (5) distractions. in a matter of hours. Superior work and support. Promotions and salary perceptions have a significant influence on increasing the job satisfaction of educational staff. A work environment that provides adequate facilities is a factor in increasing individual job satisfaction in achieving organizational goals (Taheri et al., 2020).

Furthermore, these results can serve as a basis for intervening in the development of vocational high school teachers to have high job satisfaction in review and adjust to demographic aspects; male teachers finally need to get motivation become better satisfaction, as well as young teachers who have less than five years of tenure to be developed through work programs that can accommodate the needs of young teachers in supporting their profession and improving their teaching results which will ultimately be able to encourage the achievement of school goals and prepare vocational high school students optimally in entering the realm of the world of work. In addition, school management also needs to organize training or related events to help teachers continue to be motivated to give their best in terms of learning for the sake of mutual progress, both for related institutions and for the wider environment.

CONCLUSION

Fundamental Finding: In this research, we analyze job satisfaction regarding demographic aspects. Through data collection and statistical analysis, we found several significant factors, namely differences in satisfaction with teacher demographic aspects of age, gender, tenure, and marital status. Teachers over 35 report higher levels of job satisfaction, teachers with more than five years of tenure also report higher job satisfaction, female teachers have higher job satisfaction than men, and married teachers reported having higher job satisfaction. **Implication:** This is caused by several factors, such as perceptions of salary allowances, different incentives, and salaries for individuals in specific categories, such as married teachers who will have different incentive allowances from unmarried teachers related to motivation and older teachers tend to have larger allowances. Motivation gender-wise there are differences in needs and priorities that can influence differences in job satisfaction. Teachers who have worked longer will, of course, have different perceptions of salary compared to new teachers. **Limitation:** However, this research also has limitations that need to be

considered, namely that the subjects used are too narrow and not diverse, so it is impossible to get diverse results, and we need to be careful in generalizing the research results. **Future Research:** Based on the findings and limitations of this study, we have several suggestions for future research on similar research topics to consider a more significant number of subjects and the variety of educational levels at which teachers work. Apart from that, it is also recommended to examine other demographic factors such as teacher education and other variables that influence teacher job satisfaction.

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