

Job Satisfaction of School Teachers in Kazakhstan: A Comparative Analysis of Survey Results by Demographic Factors

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Abstract

Even though teaching is one of the most in-demand professions today, numerous teachers are leaving their profession. One of the main reasons is the low level of teachers' job satisfaction (Ingersoll, 2001) which is a significant factor for resilience, also for better performance and fulfilment. However, there are few research works about teacher job satisfaction in Kazakhstan. Therefore this study addresses the issue through a comparative analysis of the teacher job satisfaction survey results according to their gender, age, teaching experience, teaching location, and type of school where they teach. TJSQ (Lester, 1987) was used to collect data about the job satisfaction of teachers in Kazakhstan. The questionnaire consists of 66 questions that describe 9 scales or factors of teacher job satisfaction. Participants were from all cities and regions of Kazakhstan. 385 respondents took part in the survey by snowball sampling method. Results showed that the overall job satisfaction level was the same for all sample groups. However, significant differences between the groups were determined by factors such as Working conditions, Advancement, Security, and Responsibility.

Keywords: Teacher job satisfaction, Gender and job satisfaction, Comparative Analysis of job Satisfaction, Teaching Experience, Types of School, Teaching Location.

INTRODUCTION

The topic of teacher job satisfaction has attracted attention from researchers and policymakers due to its strong impact on teacher retention, student realization, and general school success. Teachers who are not satisfied with their jobs look for more comfortable working conditions, which causes teacher attrition and shortages. When other professions offer higher salaries, more promising career paths, greater social prestige, and better working conditions (OECD, 2018; Ramsay et al., 2000), teaching appears to be a less attractive choice than it was 30 years ago in the world. This trend is no exception for the Kazakhstan context.

Numerous studies were conducted on the comparison of school teachers' job satisfaction according to their gender, age, teaching experience, teaching location, and types of schools where they work. Klassen and Chiu (2010) studied the effects of gender, years of experience, and job stress on the self-efficacy and job satisfaction of teachers and concluded. Johnson et al. (2012) explored the effects of teachers' working conditions on job satisfaction and their students' achievement. Pepe et al. (2017) measured teacher job satisfaction with teacher job satisfaction scale across six countries. Sultana et al. (2017) identified differences in job satisfaction levels of public and private school teachers. Despite this, the topic is relevant to study, especially in Kazakhstan. In Kazakhstan, teacher shortage is an actual problem as in other countries in the world. The lack of empirical data on this area is preventing us from looking deeper into these problems.

This article focuses on five demographic factors of job satisfaction such as teachers' gender, age, teaching experience, teaching location, and types of schools. It will review existing literature on these factors and their

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relationship with teacher job satisfaction. Additionally, it will provide a comparative analysis of the data from a survey of school teachers.

These research questions shaped the direction of this study:

1. How does teachers' job satisfaction change across genders?
2. How does teachers' job satisfaction change across ages?
3. How does teachers' job satisfaction change across teaching experience?
4. How does teachers' job satisfaction change across teaching locations?
5. How does teachers' job satisfaction change across types of schools?

The article is outlined as follows. After an introduction section, there is a review of the previous studies on the relationship of gender, age, teaching experience, teaching locations, and types of schools with teacher job satisfaction. The next part is the methodology section, where the survey design and data analysis are described. After the methodology, there is a discussion part that gives an interpretation of data analysis results. Finally, the article finishes by summarization of the study findings in a conclusion section.

LITERATURE REVIEW

Job satisfaction is essential to a teacher's professional life, exerting influence on their fulfillment, dedication, and well-being in general (Nagar, 2012). Massari describes satisfaction with a job as the psychological state of a worker, expressing his work persuasion, outlook on life, enthusiasm in the profession, needs, and assumptions about the job (Massari, 2015). Satisfaction among educators in their respective roles can significantly influence their approach to teaching, their drive to perform exceptionally, and their general well-being. Recognizing these elements allows educational institutions to provide better assistance to teachers and foster a more favorable professional atmosphere.

In this section, it was comprehensively summarized the existing research on teacher job satisfaction according to gender, age, working experience, teaching location, and school type.

Gender

Exploring variations between male and female teachers' job satisfaction can explain how gender may influence the contentment of teachers with their jobs. Studies show that gender can shape different perceptions of job satisfaction based on the priorities of women and men in the working environment (Smith & Holloway, 2020; Kang, 2023). As an example, female pedagogues may prefer achieving a work-life balance, while male educators seek career advancement opportunities (Menon & Athanasoula-Reppa, 2011). Distinguishing these gender-related attributes can aid education leaders and politicians in conceiving more effective programs to improve job satisfaction for all teachers. Acker (1995) suggested that women may have higher satisfaction levels in teaching because they tend to choose positions that relate to nurturing, caring, and educating. Sultana et al. (2017) and Sahin & Sak (2016) found that female instructors conveyed better levels of satisfaction concerning factors such as Pay, Promotion, and Working circumstances. A study by Bashir (2017) on secondary school educators discovered a notable disparity in job attainment between male and female educators, accenting the positive correlation between professional conscientiousness and job satisfaction. Another research demonstrated that women are better satisfied at their jobs when they have perspectives on professional development (Toropova et al., 2021). Several studies determined that the "feminized" aspect of teaching may be the cause of male teachers' discontent with pay scales, few opportunities for professional progression, and a sense of lack of status in their field (Berge, 2004; Drudy et al, 2005).

However, according to the studies of other researchers, gender might not be the deciding factor in teachers' overall satisfaction with their work (Ariffin et al., 2013). Mishra and Dkhar (2016) found no noticeable variations in teacher job satisfaction related to gender. Other investigators concluded that teachers' gender can not make a significant impact on their job satisfaction (Romero & Bantigue 2017; Ariffin et al., 2013; Ma & MacMillan, 1999).

As seen from the review of the literature most investigators found that the impact of gender on teachers' job satisfaction is based on dissimilarities in expectations and perceptions of their career, while other researchers concluded that gender does not influence the level of satisfaction with the work.

Age

The age of teachers and their job satisfaction can have a relationship since people of different ages may perceive work circumstances differently. Age and teaching experience often correlate with job satisfaction (Klassen & Chiu, 2010). Younger teachers may seek growth opportunities, while experienced educators may value stability and recognition (Park & Johnson, 2019). Recognizing these inclinations is needed for devising strategies that provide the necessary conditions for the pedagogues of different generations. According to the statistical analysis of the correlation between age and gender, senior schoolteachers reported higher satisfaction with teaching (Sahito & Vaisanen, 2019). Also, Gunbayi (2001), and Saner and Eyupoglu (2012) found that middle-aged and older instructors reported higher levels of job satisfaction. Teachers tend to be more satisfied as they get older (Guo & Wang, 2017). Shrestha (2019) conducted a study with 345 teachers and she concluded that older teachers display more job satisfaction, hence, they have more commitment to the job, leading the way to high performance. Following Clark et al. (1996) research, an educator's job satisfaction declines until they are roughly 31 years old, and then it increases thereafter. According to Shafi (2016), there was a significant positive association between the satisfaction level of male and female instructors and their level of expertise. This suggests that older teachers have been satisfied with their professions.

Studies by other researchers also show that job satisfaction depends on the age of teachers. Masath (2015) explored the job satisfaction of secondary school teachers regarding some age groups. It is stated in the research that there is an increasing dissatisfaction with the teaching profession among young teachers. To find solutions to the problem, it is suggested that orientation activities should be realized and that teacher-educators should form organizations to prepare young teachers for the profession. The same case is valid for Albania. According to a study, younger teachers are more dissatisfied (Rapti & Karaj, 2012). Research conducted by Özkan and Akgenç (2022) indicates that young teachers have lower job satisfaction, which tends to increase with age. Based on Yucel and Bektas' (2012) research, young educators are more likely to stay in the institution whether they are highly or lowly satisfied with their professions because they embrace the difficulties facing the institution and feel more emotionally invested in it. Teachers who are older and more self-assured tend to have moderate levels of job satisfaction (Yucel & Bektas, 2012). Young teachers in Turkey state that they cannot get support from school administrators and that school administrators are not interested in the problems of teachers in the school (Sari & Altun, 2015; Cermik, 2003; Kuzey, 2002).

As it can be concluded from previous studies, older educators have better satisfaction than their younger, typically beginner, counterparts. In addition, researchers highlighted the importance of support and mentoring programs as an instrument to increase job satisfaction among young teachers.

Teaching Experience

Evaluating the job satisfaction levels of teachers with different years of experience suggests a deeper understanding of how conceptions and beliefs respecting teaching careers differ over time. Ghavifekr et al. (2016) surveyed 245 school educators by using the Organizational Climate Index and Teachers Job Satisfaction Questionnaire to conduct a quantitative study about teacher job satisfaction. The results indicated that there is a substantial variation in teacher satisfaction based on years of service at their current school (Ghavifekr et al., 2016). A survey of 112 Australian beginner teachers demonstrated that 21% of first and second-year teachers were dissatisfied with their work and had intentions to leave the profession (Goddard & Goddard, 2006). By examining survey results of 1430 educators, Klassen and Chui (2011) determined that teacher job satisfaction increases from early to mid-career and then decreases. Results of a questionnaire with 177 teachers indicated that early and mid-career American teachers were dissatisfied with their jobs (You and Conley, 2014).

Only, Ariffin et al. (2013), who analyzed the responses of 72 teachers, determined that there was no significant difference in job satisfaction across teachers with varying years of experience.

In summary, an evaluation of previous research gives the idea that beginner teachers demonstrate a low level of satisfaction with their jobs compared to those in mid-career counterparts, again drawing attention to the necessity for supporting activities and initiatives to emphasize the well-being of teachers in their careers.

Teaching Location

The impact of workplace location on teacher job satisfaction is a complex and multifaceted area of research, influenced by factors such as geographical setting, school characteristics, and community demographics. Avalos (2011) underlined the distinctions in the professional development of teachers according to their teaching location. In Kazakhstan, teachers in urban areas have sufficient opportunities for development and growth in careers. Different educational institutions, more schools, and advanced training courses are available in cities, that facilitate the professional development of teachers (Beimisheva & Argynbaeva, 2023). Özkan & Akgenç (2022) by analyzing secondary data from TALIS 2018, determined that cities give more possibilities for psycho-social variables, economic well-being, and more comfortable life conditions than communities in rural areas, leading to better consequences. Showkat et al. (2013) shared this idea highlighting better satisfaction of urban teachers in terms of economic and psycho-social factors. However, Trentham and Schafer (1985) found that teachers in rural areas are more satisfied with their jobs than their urban colleagues. Also, Wang et al. (2017) outlined a higher level of satisfaction and involvement with the job among rural teachers rather than urban teachers. In addition, according to Derlin and Schneider (1994), the satisfaction of urban teachers is related to the desire to afford quality education, while teachers' satisfaction in rural areas is linked to the aim of learning new teaching methodologies and contributing to decision-making. The same tendencies are found in Kazakhstan: schools in cities can afford modern educational tools, technologies, and learning and teaching resources that help educators conduct their lessons effectively (Beimisheva & Argynbaeva, 2023). Also, according to other researchers from Kazakhstan, the COVID-19 pandemic has stressed the inequitable circumstances between urban and rural schools in the country (Tajik, Shamatov & Fillipova, 2022). These findings indicate that the financial condition of schools affects the job satisfaction of teachers.

Numerous studies have revealed that urban teachers are more satisfied with their jobs than rural teachers. The scientists explained this tendency by the diversity in economic factors such as the financial resources available in schools and living standards in these areas.

Type of School

The organizational structure and resources available in public and private schools can influence teacher satisfaction (Jones, 2018). Dronkers and Robert (2003) claim that since the financial support of schools varies due to the type of schools, the factors influencing work conditions may have different effects on the job satisfaction of teachers. Comparing the conditions in different educational institutions can shed light on how the job satisfaction of teachers varies in different types of schools. Shen et al. (2012) affirmed that job satisfaction of educators differentiates based on school settings, including teacher autonomy, working conditions, and supervision. Sonmezer and Eryaman (2008) researched teacher job satisfaction where participated 427 private schools and 602 public school teachers. The findings of the research identified a significant difference in job satisfaction levels of teachers of private and public schools. The researchers explained that “the factors that cause this difference are independence, ability utilization, working conditions, recognition, authority, job security, and administrator-employee relationship” (Sonmezer & Eryaman, 2008).

Research by Crossman and Harris (2006), indicates that job satisfaction among teachers in England is significantly higher in the private sector compared to the public schools (Crossman & Harris, 2006). Niu et al. (2023) compared teachers' job satisfaction in Japan and South Korea by analyzing secondary data from TALIS 2018. The analysis showed similar results with Crossman and Harris' findings: teachers in private schools tended to have greater work satisfaction than those in public ones (Niu et al., 2023).

Sultana et al. (2017) found no significant difference between private and public school teachers in the research that was done in Bangladesh. Exactly half of the participants were private school teachers while the remaining half were educators who teach in governmental schools. Researchers claim that the government should provide

an adequate remuneration package, promotional chances, and end-of-service benefits to promote job satisfaction and attitudes among primary school teachers in both public and private schools (Sultana et al., 2017). These results are consonant with Mishra and Dkhar's (2016) findings. They surveyed 15 educators from government and non-government schools and obtained the same level of satisfaction with the job (Mishra & Dkhar, 2016). In Kazakhstan, teachers in public schools usually meet problems such as crowded classrooms, lack of resources, and students with diverse requirements and backgrounds. However, instructors in private schools teach in small classrooms, conducting more personalized learning strategies for each learner. As well, private schools can offer their teachers better professional development opportunities, contributing to greater job satisfaction, and pedagogical effectiveness (Yakavets & Dzhadrina, 2014; Japashov et al., 2022).

The overview of the literature regarding to impact of school type on job satisfaction demonstrated that private school teachers are more satisfied with their jobs than their counterparts in public schools. Schools in the private sector can have access to modern resources, sustain small classrooms, and more empowerment in their teaching techniques while in public schools, teachers face more challenges such as overfull classes, limited resources, and students with different needs and experiences.

METHODOLOGY

This study is based on quantitative research methods. A survey was conducted to collect data from school teachers to gain insights into the job satisfaction of teachers in Kazakhstan.

Instrument

The Teacher Job Satisfaction Questionnaire (TJSQ) was developed by Paula Lester (1987) and aimed to define the factors of teachers' job satisfaction. The questionnaire consists of 66 items that represent 9 areas of job satisfaction such as Supervision, Colleagues, Working Conditions, Pay, Responsibility, Work Itself, Advancement, Security, and Recognition. The factors were based on the theories of Maslow and Herzberg. These theories, which were identified during the development of the TJSQ, contain specific ideas that logically correspond to the components found inside an educational system (Lester, 1982).

The reliability of the TJSQ was established by more than 500 respondents and the Cronbach's alpha coefficient was 0,93. The questionnaire contains items such as “My immediate supervisor assists me when I need help”, “My colleagues stimulate me to do better work”, “Working conditions in my school can be improved”, etc.

This survey was used to compare the teachers' job satisfaction levels according to their gender, age, teaching experience, teaching location, and school type.

The Sample Specification

The invitation for participation in the survey was sent to teachers all over Kazakhstan through city or district education departments and school principals. Teachers from almost all regions and cities filled out the form of the questionnaire. A total of 385 educators filled out the form of the questionnaire. This sample size is not large enough to generalize the results all over Kazakhstan. The participants were grouped according to gender into two groups male and female, and their age into 3 categories: 20-30 years, 30-40 years, and over 40 years. Also, based on the teaching experience there are three groups: 0-5 years, 5-15 years, and over 15 years.

The sample is divided into groups according to the school types - public and private schools. In Kazakhstan, public school teachers are employed by the government and have the responsibility to provide education depending on the national curriculum. These educators often go through different training courses and certification processes like national proficiency tests to confirm their qualifications. In private schools, the teachers are required to elevate standards of proficiency and qualification. They are selected after reviewing their portfolios which include information about their professional experience, background, subject knowledge, and the results of interviews. There is also a priority for hiring educators who have proficient levels of foreign language skills, especially in schools, especially in schools that offer international syllabi.

The survey participants teach in the cities and villages, so based on teaching location they are grouped into urban and rural teachers. Good quality conditions, including high-speed Internet connection, transportation to

and from work, and opportunities to network with counterparts from other schools can impact their satisfaction with teaching careers. Teachers in rural areas usually struggle with low Internet connection which makes it difficult to do everyday work (Kozhabayeva & Boivin, 2022). Also, some schools have two or three shifts because of overcrowding in classes while in some villages there are small schools where the number of classes and teachers is little, therefore the teachers have to teach several subjects. In addition, in cities, there are a large number of private schools while almost all schools in rural areas are public schools.

Data Collection

The questionnaire was formed in the Google Forms platform. The questionnaire was prepared in 3 languages for the convenience of respondents. Since the original items were in English, they were translated into Kazakh and Russian and validated by experts. 267 (69.4%) people answered in Kazakh, 105 (27.2%) people in Russian, and 13 (3.3%) in English. In total, 385 teachers filled out the survey. Participants' responses were automatically collected in Google Sheets. The first part of the questionnaire determined demographic information and asked questions such as: “your gender”, “age”, “work experience”, etc. The next part included 66 expressions of TJSQ. The teachers choose a response on a 5-point Likert scale (1 - completely disagree, 5 - completely agree) to indicate whether they agree or disagree with the expression. In the survey form, it was mentioned that the survey is voluntary and anonymous.

Data Analysis

The gathered data was analyzed in the Jamovi analysis tool since it is a tool for ANOVA and to understand statistical reasoning. First, the Shapiro-Wilk test or normality test was used to verify that responses in each dataset were normally distributed. A normality test determines whether sample data originated from a normally distributed population (Tsagris & Pandis, 2021).

Then, we employed the Kruskal-Wallis test, or a non-parametric ANOVA test, for samples that were not normally distributed, and the one-way ANOVA test for those that were. Participants' responses about gender, teaching location, and school type groups were analyzed by T-test since there were two independent samples. The Independent Samples t-test analyzes the means of two independent groups to evaluate whether there is statistical evidence that the related population's means are significantly different (Rochon, Gondan, & Kieser, 2012).

RESULTS

Job Satisfaction Level of Teachers Across Gender Groups

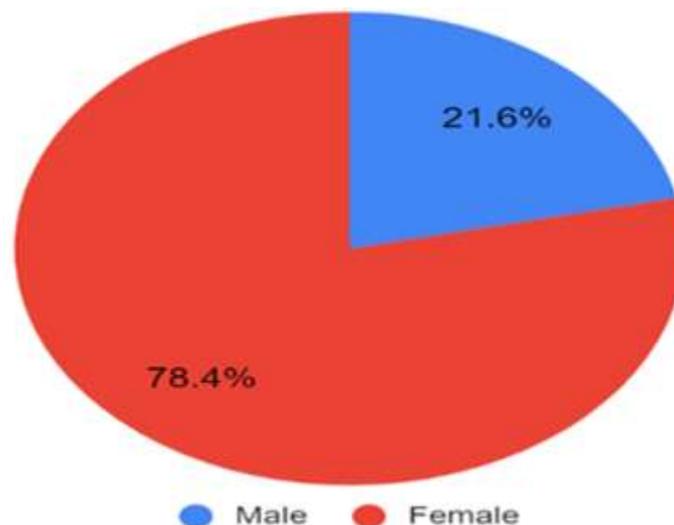


Figure 1. Gender percentage.

Note: Number of males = 83, number of females = 302, total N = 385.

The first research question was: how does teachers’ job satisfaction change across genders? 83 male (1st group) and 302 female (2nd group) participants participated in the survey. The means of respondents’ scores regarding their gender do not overlap. The smallest mean (2.99) was from males in Pay while the highest (4.16) was also from males but in Responsibility (See Appendix A).

Firstly, the responses of the teachers were checked for normality. Statistics indicated that the responses for all factors were not normally distributed. Therefore, an Independent Samples t-test was conducted. According to Table 1, there is a significant difference only in factors of Work condition ($t(383) = 2.298, p = 0.022$) and Advancement ($t(383) = 2.163, p = 0.031$). Based on this information, female teachers have higher job satisfaction than male teachers ($M_{female} = 3.42, M_{male} = 3.24$) about Working conditions. The same results regarding Advancement showed that women are better satisfied with promotion than men ($M_{female} = 3.68, M_{male} = 3.48$) (See Appendix A). The t-test results for the remaining factors showed that the differences were insignificant.

Table 1. Independent samples T-Test for gender differences

		Statistic	df	p
Work conditions	Student's t	2.298	383	0.022
Advancement	Student's t	2.163	383	0.031

Note: ^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances.

Job Satisfaction Level of Teachers Across Age

The second research question was: how do teachers’ job satisfaction change across age? Participants were divided into 3 age groups: 1st group – 20-30 years, 2nd group – 30-40 years, 3rd group – over 40. The percentage of the groups shows that one-third of the participants are between the ages of 20 and 30; 27% are between the ages of 30-40; and almost half of the participants are 40 years or older people.

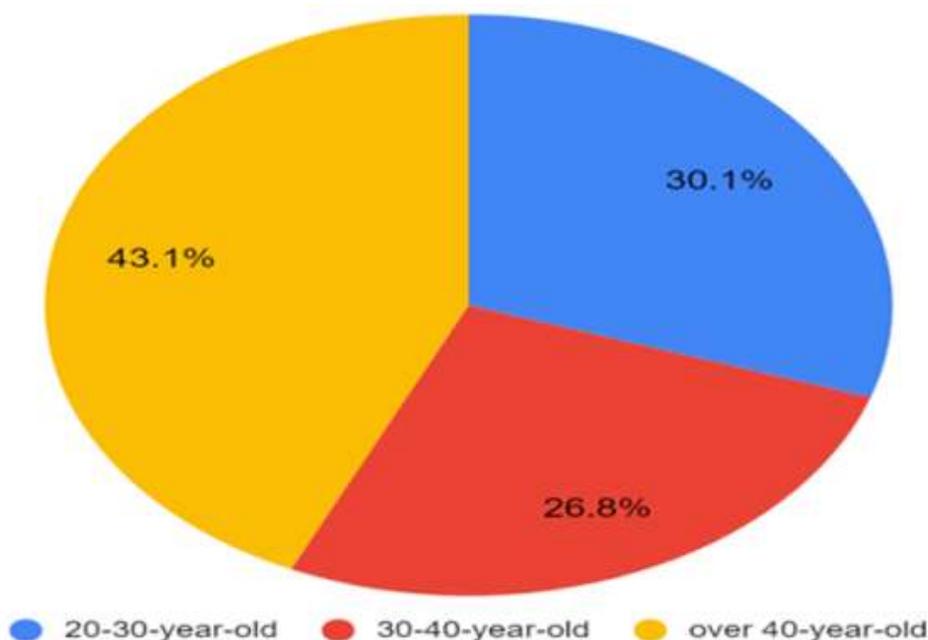


Figure 2. Percentage of participants according to their ages.

Note: Number of 20-30-year-old teachers= 116, number of 30-40 years old teachers= 103, over 40-year-old teachers = 166, total N = 385.

The normality test showed that responses for Work condition ($W(383) = 0.993, p = .083$) and Pay ($W(383) = 0.993, p = .055$) have normally distributed. Therefore, One-Way ANOVA for the factors of Work conditions and Pay, and Non-parametric ANOVA (Kruskal-Wallis) test for the remaining factors were

conducted. As seen from Table 2, the results of One-Way ANOVA showed no significant difference for both factors: Work conditions ($F(2, 225)=1.10, p=.336$) and Pay ($F(2, 236)=1.61, p=.203$). This means that all 3 groups are equally satisfied with Work conditions and Pay.

Table 2. One-way ANOVA (Welch's) test results for the factors of work conditions and pay.

	F	df1	df2	p
Work conditions	1.10	2	225	0.336
Pay	1.61	2	236	0.203

Table 3. Kruskal-Wallis test results for the factor of Security.

	χ^2	df	p
Security	11.37	2	0.003

According to the results of the Kruskal-Wallis test, there is a significant difference only in Secure ($\chi^2(2)=11.37, p <.05$). Table 3 indicates the statistical data of the test. Next, pairwise comparisons were made to see the difference between the age groups. The test results, that is demonstrated in Table 4, showed a significant difference between 1 and 2 groups ($M_1 = 3.70; M_2 = 3.45$) and 1 and 3 groups ($M_1 = 3.70; M_3 = 3.44$) (See Appendix B). The conclusion is teachers aged 20-30 years or young educators feel safer in their profession or more confident in their future than teachers over 30 years old.

Table 4. Pairwise comparisons for the groups for the factor Secure.

	W	p
1 2	-3.8319	0.018
1 3	-4.4383	0.005

Job Satisfaction Level of Teachers Across Teaching Experience

The third research question was how does teachers' job satisfaction change across teaching experiences? Teachers were grouped into 3 groups according to their work experience, i.e.: 1st group - 0-5 years, 2nd group - 5-15 years, and 3rd group - more than 15 years. The rate of the teachers regarding their teaching experiences demonstrates that exactly a quarter of the respondents are beginner teachers with 0-5 years of work experience. 34% are teachers who teach for 5-15 years. And 40% of the participants are experienced teachers with teaching backgrounds over 16 years.

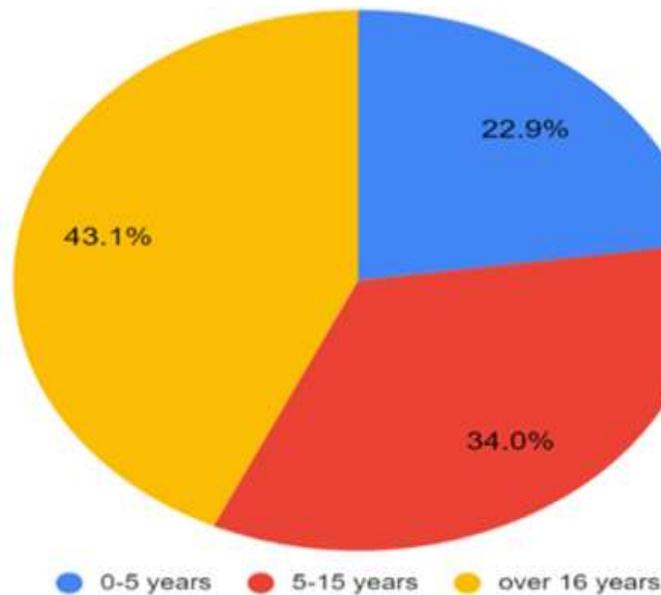


Figure 3. Percentage of participants according to their teaching experience.

Note: Number of teachers with 0-5 years of experience = 88, number of teachers with 5-15 years of experience = 131, number of teachers with over 16 years of experience = 166, total N = 385.

The normality test results showed that the responses of all factors were not normally distributed. Therefore, all factors were compared using the Kruskal-Wallis test, whose results are indicated in Table 5. As a result of this test, it can be seen that there is no difference between the groups. Teachers with different work experiences have the same level of satisfaction with their profession. The greatest mean (M = 4.19) was in the 1st group for the factor Responsibility and the lowest mean (M = 2.97) in the 2nd group for the factor Pay (see Appendix C).

Table 5. Kruskal-Wallis test results for teaching experience.

	χ^2	df	p
Supervision	1.284	2	0.526
Colleagues	0.961	2	0.618
Work conditions	1.259	2	0.533
Pay	4.709	2	0.095
Responsibility	4.832	2	0.089
Work itself	1.170	2	0.557
Advancement	1.886	2	0.389
Security	2.268	2	0.322
Recognition	0.226	2	0.893

Job Satisfaction Level of Teachers Across Teaching Location

The fourth research question was how does teachers' job satisfaction change across teaching locations? The respondents were divided into two groups - city (1) and village (2) according to their teaching location. 60% of the participants or 232 teachers teach at urban schools and the remaining 40% or 153 teachers work in villages.

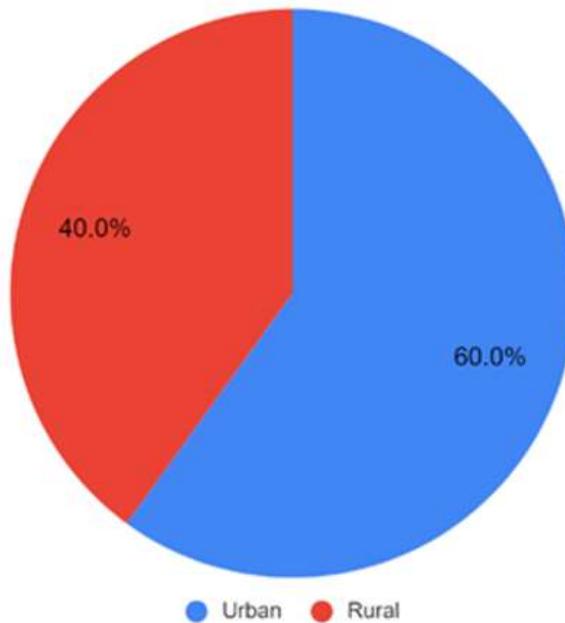


Figure 4. Percentage of participants according to their teaching location.

Note: Number of teachers from cities = 231, number of teachers from villages = 154, total N = 385.

The normality test again showed no normal result. Since there are only 2 groups here, an Independent Samples t-test was performed to see the difference between the groups.

Table 6. Independent samples t-test for the pay, responsibility, and advancement factors.

		Statistic	df	p
Pay	Student's t	-2.966	383	0.003
Responsibility	Student's t	3.252	383	0.001
Advancement	Student's t	-2.676	383	0.008

Table 6 shows the statistics of the Pay, Responsibility, and Advancement Factors. The results showed that there is a significant difference in Pay ($t(383) = -2.966, p = 0.003$), Responsibility ($t(383) = 3.252, p = 0.001$), and Advancement ($t(383) = -2.676, p = 0.008$). As a result, rural teachers showed better satisfaction with their salaries than their urban colleagues ($M_R = 3.16; M_U = 2.96$). Regarding Responsibility, the satisfaction level of urban teachers is higher than that of rural teachers ($M_U = 4.17; M_R = 4.00$). Concerning the Advancement factor, rural teachers ($M = 3.76$) are more satisfied compared to urban teachers ($M_R = 3.76; M_U = 3.56$) (see Appendix D).

Job Satisfaction Level of Teachers Across Types of Schools

The last research question was how teachers' job satisfaction changes across types of schools. According to the type of school, respondents were divided into 2 groups: 1st - public school and 2nd - private schools. More than half (52%) of the survey participants or 200 teachers teach in public schools and another 48% in private schools. The normality test demonstrated no normal distribution for all nine factors. Therefore, we used a t-test to compare the differences between the groups.

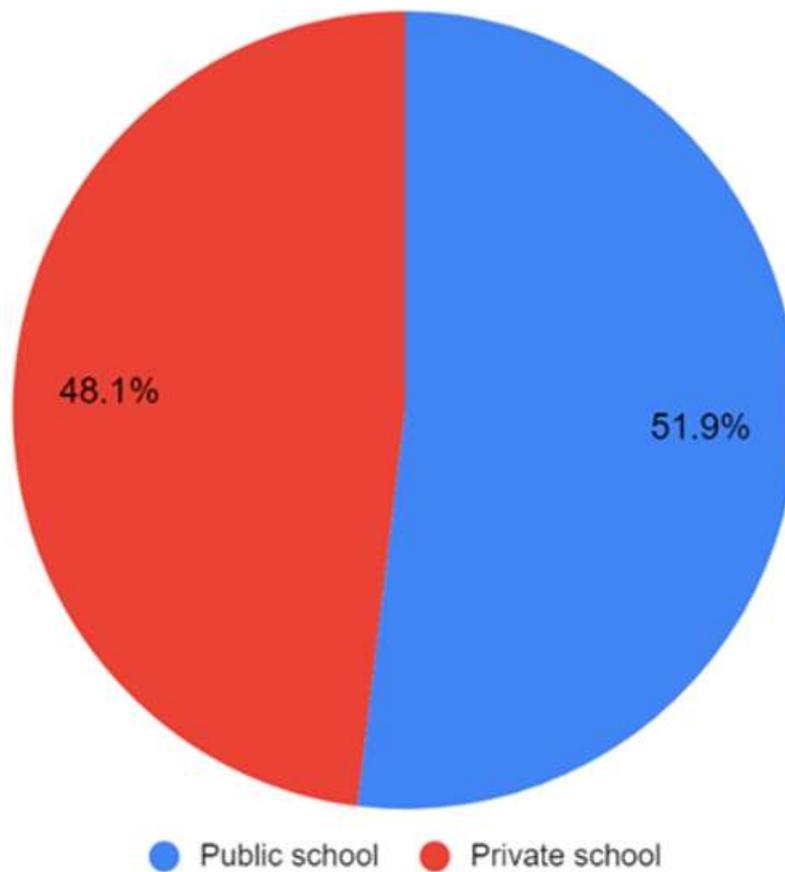


Figure 5. Percentage of participants according to types of school.

Note: Number of teachers from public schools = 200, number of teachers from private schools = 185, total N = 385.

Table 7. Independent samples t-test for the factors supervision, working conditions, responsibility, work itself, security.

	Statistic	df	p
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Supervision	Student's t	-3.4562	383	< 0.001
Work conditions	Student's t	-3.1572	383	0.002
Responsibility	Student's t	-5.5364	383	< 0.001
Work itself	Student's t	-3.3550	383	< 0.001
Security	Student's t	-3.2388	383	0.001

As seen from Table 7, significant differences were found in Supervision ($t(383)=-3.4562$, $p<.001$), Work conditions ($t(383)=-3.1572$, $p=.002$), Responsibility ($t(383)=-5.5364$, $p<.001$), Work itself ($t(383)=-3.3550$, $p<.001$), and Security ($t(383)=-3.2388$, $p=.001$). Regarding the Supervision factor, public school teachers showed a lower level of satisfaction than other types of school teachers ($M_{public} = 3.52$; $M_{private}=3.76$). Related to Work conditions, public school teachers are less satisfied than private school teachers ($M_{public} = 3.28$; $M_{private} = 3.48$). According to Responsibility, public school teachers ($M = 3.97$) showed lower satisfaction than private school teachers ($M_{public} = 3.97$; $M_{private} = 4.25$). As per the Work Itself factor, teachers in public schools demonstrated a lower level of satisfaction compared to teachers in private schools ($M_{public} = 3.66$; $M_{private}=3.86$). According to the Security factor, satisfaction levels were also lower for public school teachers compared to teachers in private schools ($M_{public} = 3.41$; $M_{private}=3.64$) (see Appendix E).

DISCUSSION AND CONCLUSION

Job Satisfaction Level of Teachers Across Gender Groups

The results of the research demonstrated that female teachers are better satisfied with the factors of Working conditions and Advancement compared to male educators. Traditional gender roles may contribute to the belief among female teachers that there are greater possibilities for advancement or professional development in education compared to male counterparts. As a consequence, female educators may feel a higher level of job satisfaction, resulting in better accomplishment and retention within the profession. Tastanbekova (2020) also highlighted that “Education is a female-dominated sector in Kazakhstan and low pay is one of the main causes as men tend to opt for a career in a better-paying sector”. The results of the current study are similar to the findings of researchers such as Sultana et al. (2017); Sahin and Sak (2016); Liu and Ramsey (2008); Toropova, Myrberg, and Johansson (2021); Berge (2004); Drudy, Martin, O’Flynn, and Woods (2005). Liu and Ramsey (2008) noted that women’s preference for roles related to nurturing, caring, and educating can advance their higher satisfaction level with the teaching career. Other investigators also concluded that a lower level of job contentment among male educators might be caused by the “feminized” nature of the teaching profession (Berge, 2004; Drudy, Martin, O’Flynn & Woods, 2005).

Interestingly, analysis of the current research showed no significant differences between the gender groups regarding the remaining factors. This echoes the findings of previous research that obtained that gender may not impact the job satisfaction of teachers (Ariffin, Hashim, & Sueb, 2013; Mishra & Dkhar, 2016).

Job Satisfaction Level of Teachers Across Ages

The statistical comparison showed no significant difference between the age groups, demonstrating similar job satisfaction levels for almost all factors, excluding Security.

Beginners, teachers aged 20-30 years, expressed a higher level of security in their profession and presented more confidence in their safe future compared to teachers who are over 30 years old. The reason that younger teachers feel greater confidence might be because they just began their professional journey and have enough time to accomplish their career dreams. In addition, people aged 20-30 may perceive the challenges in the career as not so problematic because they are more energetic and enthusiastic, and have fewer personal or work-related responsibilities compared to their older counterparts.

The younger and female participants of the current survey expressed higher satisfaction levels with the job. Sahito and Vaisanen (2019) also obtained higher satisfaction with the job among young and female teachers. However, Guo and Wang (2017) noted that as educators age, their satisfaction tends to increase. In addition,

Gunbayi (2001) and Saner and Eyupoglu (2012) identified that middle-aged and older educators are better satisfied in their profession.

These discoveries show differences between younger and older teachers' perceptions of their jobs. Educational institutions can utilize these insights in age-related diversities to adapt mentoring programs and professional development possibilities for the needs of teachers from different age groups.

Job Satisfaction Level of Teachers Across Teaching Experience

The analysis indicated an invariable degree of job satisfaction for all factors. The findings align with Ariffin, Hashim, and Sueb's (2013) result, presenting no differences in the satisfaction of teachers with different years of experience. However, Ghavifekr et al. (2016) obtained a notable variation in the job contentment of teachers based on their years of experience at their current schools. The highest mean for the factor of Responsibility among teachers with 0-5 years of practice may mention the new teachers' readiness to take on responsibilities and challenges in their work. This may be caused by their enthusiasm for teaching and promoting their careers. The lowest score for the factor Pay from the 2nd group may imply that teachers with 5-15 years of experience give preference to salary over other factors of job satisfaction. This may be because they have increased financial obligations such as supporting a family or mortgage. Borman and Dowling (2008) also claimed that salary impacts the job satisfaction of both beginner and experienced teachers.

Understanding these significant factors for teachers at different stages can aid school administrators and educational organizations in elaborating more effective retention strategies, tailored professional advancement programs, and salary reconsiderations.

Job Satisfaction Level of Teachers Across Teaching Locations

According to the current analysis, pedagogues teaching in villages expressed better satisfaction with their salaries and advancement opportunities, while teachers working in cities demonstrated a higher level of satisfaction with the responsibility factor. These results are similar to the findings of Barter (2008) and Avalos (2011), who claimed that rural teachers reported higher levels of satisfaction with Salary and Advancement in comparison to their urban colleagues. Educators in rural areas may perceive their income as more sufficient because they have reduced living costs. Moreover, professional growth opportunities in villages may be limited, leading to better job satisfaction for educators who have already attained a particular level of achievement.

According to a greater sense of fulfillment about the responsibilities of urban teachers, it can be considered that they may appreciate the level of liability they receive as a demonstration of confidence and loyalty. Dronkers and Robert (2003) highlighted one plausible explanation for this could be the increased presence and influence of private educational institutions within metropolitan areas, where responsibility from teachers is very strictly required.

Considering the distinctions between job satisfaction of urban and rural teachers can help educational leaders in designing effective recruitment strategies in different locations. In rural settings, this can enhance professional development opportunities, whereas, in urban areas, it may encourage teachers' accountability and career progression.

For future research, it is recommended to examine the impact of school resources and community support on teacher job satisfaction across different school locations.

Job Satisfaction Level of Teachers Across Types of Schools

The findings revealed significant differences between the groups by several factors of job satisfaction such as Supervision, Working conditions, Responsibility, Work itself, and Security. For every factor, public school teachers expressed lower satisfaction with the job compared to their counterparts in private schools. These findings are similar to the results of the studies by Crossman and Harris (2006), Sonmezer and Eryaman (2008), Shen et al. (2012), and Niu et al. (2023). Additionally, teachers of both private and public schools reported a

similar degree of satisfaction in terms of factors like Colleagues, Pay, Advancement, and Recognition. The same results were obtained from the discoveries of Sultana et al. (2017) and Mishra and Dkhar (2016).

Concerning Supervision and Responsibility, the findings suggest a potential disparity in the task-oriented and person-oriented behaviors of immediate supervisors between the two groups. This highlights the significance of teacher participation in decision-making affairs for the overall job satisfaction of pedagogues. This consideration matches with Sonmezer and Eryaman's (2008) conclusions. To be more precise, teachers in public schools may face heightened bureaucratic administration and limited autonomy in their positions, potentially causing decreased satisfaction with the supervision and professional responsibilities. Likewise, the lower satisfaction of public teachers in the realm of Working conditions and Work itself suggests the need for innovative school infrastructures, freedom to experiment with new teaching approaches, and autonomy in their responsibilities. This result is similar to the conclusion of Shen et al. (2012) study. Job security emerges as a crucial dimension affecting teacher satisfaction. Public school teachers may feel less secure because of disquiet like budget cuts or changing educational policies.

Recognizing these kinds of dissimilarities can be beneficial for governmental organizations and leaders of educational institutions to enhance teachers' satisfaction and retention. This may include improving working conditions, reinforcing job security, or supporting teacher autonomy in public schools.

For further studies, it is suggested to explore the influence of organizational culture and school leadership on teacher job satisfaction in different school types.

CONCLUSION

This study was conducted to compare job satisfaction levels of school teachers according to their gender, age, teaching experience, teaching location, and type of school. The research work revealed these kinds of empirical findings:

Female teachers are more satisfied with Working conditions and Advancement factors than male educators;

Young teachers, who are between 20-30 years, are better satisfied with the Security factor;

Educators with different teaching experiences demonstrated the same level of job satisfaction;

Rural teachers have higher satisfaction with Pay and Advancement factors but less satisfied with Responsibility factors compared to urban teachers;

Public school teachers are less satisfied with the factors of Supervision, Work conditions, Responsibility, Work itself, and Security than their counterparts in private schools.

The satisfaction level of teachers is the same across the sample groups concerning the remaining factors of teacher job satisfaction.

However, the results of the study can not be generalised to all over Kazakhstan due to the reason that the sample size is not large enough. Therefore, the suggestion for future research is to involve more participants to gather data that can describe the job satisfaction of teachers in Kazakhstan more precisely.

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APPENDICES

Appendix A

Table A1. Group Descriptives according to Gender.

	Group	N	Mean	Median	SD	SE
Supervision	2	302	3.63	3.70	0.699	0.0402
	1	83	3.65	3.70	0.736	0.0808
Colleagues	2	302	3.60	3.60	0.504	0.0290
	1	83	3.56	3.60	0.557	0.0611
Work cond	2	302	3.42	3.40	0.621	0.0357
	1	83	3.24	3.30	0.611	0.0670
Pay	2	302	3.05	3.00	0.672	0.0387
	1	83	2.99	3.10	0.689	0.0756
Responsibility	2	302	4.09	4.00	0.525	0.0302
	1	83	4.16	4.10	0.457	0.0502
Work Itself	2	302	3.78	3.80	0.553	0.0318
	1	83	3.68	3.70	0.652	0.0716
Advancement	2	302	3.68	3.80	0.698	0.0401
	1	83	3.48	3.60	0.860	0.0944
Security	2	302	3.50	3.30	0.706	0.0406
	1	83	3.62	3.70	0.720	0.0790
Recognition	2	302	3.60	3.70	0.792	0.0456
	1	83	3.57	3.70	0.746	0.0819

Appendix B

Table B1. Group Descriptives according to Age.

	Age	N	Mean	SD	SE
Supervision	1	115	3.61	0.755	0.0704
	2	105	3.60	0.732	0.0714
	3	165	3.67	0.656	0.0510
Colleagues	1	115	3.56	0.621	0.0579
	2	105	3.55	0.509	0.0497
	3	165	3.64	0.430	0.0335
Work condition	1	115	3.31	0.732	0.0682
	2	105	3.38	0.583	0.0569
	3	165	3.43	0.560	0.0436
Pay	1	115	3.09	0.684	0.0638
	2	105	2.94	0.650	0.0635
	3	165	3.06	0.683	0.0531
Responsibility	1	115	4.17	0.494	0.0461
	2	105	4.10	0.568	0.0554
	3	165	4.06	0.483	0.0376
Work itself	1	115	3.71	0.642	0.0599
	2	105	3.76	0.565	0.0551
	3	165	3.78	0.535	0.0416
Advancement	1	115	3.66	0.742	0.0692
	2	105	3.54	0.828	0.0808
	3	165	3.69	0.673	0.0524
Security	1	115	3.70	0.748	0.0698
	2	105	3.45	0.716	0.0699
	3	165	3.44	0.658	0.0512
Recognition	1	115	3.61	0.821	0.0765
	2	105	3.53	0.821	0.0801
	3	165	3.63	0.728	0.0566

Appendix C

Table C1. Group descriptives according to teaching experience.

	Teaching experience	N	Mean	SD	SE
Supervision	1	97	3.69	0.763	0.0775
	2	131	3.65	0.680	0.0594
	3	157	3.58	0.692	0.0553
Colleagues	1	97	3.62	0.615	0.0624
	2	131	3.58	0.514	0.0449
	3	157	3.59	0.447	0.0357
Work condition	1	97	3.42	0.724	0.0735
	2	131	3.37	0.622	0.0544
	3	157	3.36	0.554	0.0442
Pay	1	97	3.16	0.676	0.0687
	2	131	2.97	0.661	0.0577
	3	157	3.02	0.680	0.0543
Responsibility	1	97	4.19	0.500	0.0507
	2	131	4.12	0.500	0.0437
	3	157	4.04	0.523	0.0417
Work itself	1	97	3.70	0.646	0.0656
	2	131	3.79	0.590	0.0516
	3	157	3.76	0.517	0.0413
Advancement	1	97	3.71	0.779	0.0791
	2	131	3.57	0.782	0.0684
	3	157	3.65	0.673	0.0537
Security	1	97	3.58	0.815	0.0828
	2	131	3.54	0.722	0.0631
	3	157	3.47	0.626	0.0500
Recognition	1	97	3.58	0.795	0.0807
	2	131	3.61	0.816	0.0713
	3	157	3.59	0.747	0.0597

Appendix D

Table D1. Group descriptives according to teaching location.

	Location	N	Mean	Median	SD	SE
Supervision	1	232	3.64	3.70	0.731	0.0480
	2	153	3.62	3.70	0.669	0.0541
Colleagues	1	232	3.57	3.60	0.543	0.0356
	2	153	3.64	3.70	0.469	0.0379
Work conditions	1	232	3.37	3.40	0.651	0.0427
	2	153	3.39	3.40	0.578	0.0468
Pay	1	232	2.96	3.00	0.678	0.0445
	2	153	3.16	3.10	0.654	0.0529
Responsibility	1	232	4.17	4.10	0.522	0.0342
	2	153	4.00	4.00	0.479	0.0387
Work itself	1	232	3.76	3.80	0.596	0.0391
	2	153	3.74	3.80	0.547	0.0443
Advancement	1	232	3.56	3.60	0.774	0.0508
	2	153	3.76	3.80	0.666	0.0538
Security	1	232	3.58	3.70	0.720	0.0473
	2	153	3.44	3.30	0.688	0.0556
Recognition	1	232	3.61	3.70	0.794	0.0521
	2	153	3.57	3.70	0.763	0.0617

Appendix E

Table E1 Group Descriptives according to Type of school.

	Type of school	N	Mean	Median	SD	SE
Supervision	1	200	3.52	3.60	0.707	0.0500

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	2	185	3.76	3.90	0.685	0.0504
Colleagues	1	200	3.57	3.60	0.512	0.0362
	2	185	3.62	3.70	0.519	0.0382
Work conditions	1	200	3.28	3.30	0.595	0.0421
	2	185	3.48	3.60	0.636	0.0468
Pay	1	200	3.08	3.10	0.672	0.0475
	2	185	2.99	3.00	0.678	0.0499
Responsibility	1	200	3.97	4.00	0.539	0.0381
	2	185	4.25	4.30	0.438	0.0322
Work itself	1	200	3.66	3.70	0.565	0.0399
	2	185	3.86	3.90	0.573	0.0421
Advancement	1	200	3.64	3.80	0.721	0.0510
	2	185	3.64	3.60	0.760	0.0559
Security	1	200	3.41	3.30	0.695	0.0491
	2	185	3.64	3.70	0.708	0.0521
Recognition	1	200	3.56	3.70	0.765	0.0541
	2	185	3.64	3.70	0.798	0.0587