

Job Satisfaction of the Government Polytechnic Teachers in Bangladesh: A Gender Analysis

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ABSTRACT

Teachers' job satisfaction can play important role to improve the quality of education. The purpose of the present study was to identify and compare the level of job satisfaction between male and female polytechnic teachers in Bangladesh and to see what the main factors are for job satisfaction. Due to some constraints teachers of 8 out of 43 polytechnic institutions were considered as sample for the study. A comprehensive questionnaire was mailed to these institutions and in some cases the researcher himself collected data. The responses were analyzed and interpreted by using t-test. Significant differences were found between opinions of male and female teachers for factors: salary, promotion, facilities provided by the government, honor and social status but overall male and female teachers are dissatisfied with their jobs and the level did not differ significantly. From the study, the researcher recommended that teachers' salary structure should be reviewed so that their basic needs can be fulfilled as also teaching load should be reduced to a satisfactory level. Teachers should be promoted in time and there must be provision for teachers to go for higher studies.

Keywords: Job Satisfaction, Polytechnic Institute, Factors of Job Satisfaction, Gender Analysis.

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1 INTRODUCTION

Job satisfaction is a frequently studied subject in work and organizational literature which is mainly due to the fact that many experts believe that job satisfaction trends can affect labor market behavior and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual wellbeing (Argyle [1], Judge and Watanabe [2]).

According to the Dictionary of Education by J. Bellingham [3], job satisfaction is defined as: “the extent, to which a job provides general satisfaction to the worker, meets personal and / or professional needs and goals and is congruent with personal values. From the point of view of salary; from the point of view of status; from the point of view of general surroundings; from the point of view of social position or from all these combined. Actually job satisfaction can come only after one has entered in the job”.

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job (Locke [4] cited in Brief, and Weiss, H. M. [5]); an affective reaction to one’s job (Cranny, Smith and Stone [6] cited in Weiss, H. M. [5]); and an attitude towards one’s job (Brief, 1998 cited in Weiss, H. M. [5]). Weiss has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviors (Weiss, H.M. [5]).

In a very simple term when any job fulfills one’s expectation that is job satisfaction. It is about liking one’s job and finding fulfillment in what one does. Our concern is job satisfaction from administrative, socio-economic and organizational context.

Teachers are an essential element of educational opportunity and the lack thereof, for poor children and communities. Therefore, it is disturbing to find that many of today’s teachers are dissatisfied with their jobs. The correlation between teacher motivation and student self-esteem has been shown by Peck, Fox, and Morston [7]. “Teachers with strong positive attitudes about teaching had students whose self-esteem was high.” Rothman [8] suggests that this association exists because teachers serve as more than just educators; they are role models. It has been proved by the work of Michaelowa [9] that there is a positive impact of teacher job satisfaction on education quality; therefore, education quality can be influenced by job satisfaction of the teacher.

Technical and Vocational Education and Training plays a vital role in national development through the production of essential skilled middle and lower level labor required by the economy in almost all fields.

Technical/Vocational institutions including Polytechnics train learners as skilled technicians, master craftsmen/women who support the professional personnel. It is very important that well trained and professional teachers should be involved to impart effective technical and vocational education because the teachers play crucial role in the overall development of the individual student. The teacher can make positive difference in the daily and future life of the student. The teachers in the polytechnic institution have therefore got to be well motivated towards their job.

According to Tasnim [10], “Job satisfaction differs from gender perspective. There is clear distinction between the nature of male defining job satisfaction and female define job satisfaction”. The factors affecting the female job satisfaction are different from those of men. Women traditionally perceive themselves as teachers and nurturers of pupils and that, owing to social expectations as well as informal gender stereotypes; they are more likely to desire job satisfaction in their teaching career (IBID, 2006). This view has repeatedly been confirmed by studies in which women teachers have been observed to experience greater job satisfaction than their male counterparts.

This study undertakes an examination of how male and female teachers feel about their job on some factors associated with the job satisfaction of the polytechnic teachers. The specific objectives of the study were to:

- (i) Identify the level of job satisfaction of the polytechnic teachers by gender with respect to 12 (twelve) factors: (1) Salary (2) Administration support (3) Promotion (4) Transfer (5) Facilities provided by the government (6) Teaching load (7) Honor (8) Provision for training (9) Provision for higher education (10) Residence facilities (11) Designation and (12) Social status.
- (ii) Compare the level of job satisfaction of male and female teachers of polytechnic with respect to the same twelve factors as mentioned above.
- (iii) Analyze the opinion of the teachers of polytechnic about their job by gender.
- (iv) Compare the opinion of the male and female teachers of polytechnic about their job.

2 METHODOLOGY

The study was based on the government polytechnic institutions of Bangladesh. Due to shortage of time and other constraints, only eight out of forty-three polytechnic institutions were purposively selected for this study. The polytechnics were: Dhaka Polytechnic Institute, Dhaka Mohila Polytechnic

Institute, Rajshahi Polytechnic Institute, Rajshahi Mohila Polytechnic Institute, Mymensingh Polytechnic Institute, Khulna Polytechnic Institute, Khulna Mohila Polytechnic Institute and Kushtia Polytechnic Institute. All the teachers of these polytechnic were provided with one questionnaire

In this study, a structured questionnaire was used as tool for data collection. The questionnaire had three main parts. The first one about their level of satisfaction with their job with respect to some specified factors and the responses were taken on 5 point rating scale as Very High ($VH = 5$), High ($H = 4$), Moderate ($M = 3$), Low ($L = 2$) and very Low ($VL = 1$). The second part regarding their opinion about their job and the responses were also taken on 5 point rating scale as Strongly Agree ($SA = 5$), Agree ($A = 4$), Undecided ($U = 3$), Disagree ($D = 2$) and Strongly Disagree ($SD = 1$) and the third part on overall job satisfaction and the scales were same as first part. A questionnaire package, which contained a cover letter, questionnaire and return envelope, was sent to each polytechnic outside Dhaka city. The respondents of Dhaka Polytechnic Institute and Dhaka Mohila Polytechnic Institute were approached directly by the researchers with the questionnaires. The results of the responses of male and female teachers were presented in tabular and graphical form. All data were analyzed using the Statistical Package for the Social Science (SPSS for windows, version-11.5). Appropriate statistical procedures for description and inference were used. The alpha level was set at 0.05. The calculated mean (M) were interpreted as: $M \geq 4.5$ is “ VH/SA ”; $4.5 > M \geq 3.5$ is “ H/A ”; $3.5 > M \geq 2.5$ is “ M/U ”; $2.5 > M \geq 1.5$ is “ L/D ”; $1.5 > M$ is “ VL/SD ”.

3 FINDINGS

The teachers were asked to give their opinions about their level of satisfaction on some factors related to their job. Table.1 shows the teachers' opinion about their level of satisfaction on some factors by gender. Based on five point rating scale with responses ranging from very high (5) to very low (1), male teachers showed moderate satisfaction with administrative support and honor, where the mean scores of their opinion were 2.51 and 2.92 respectively. They demonstrated low satisfaction with salary, 2.12; transfer, 2.45; facilities provided by the government, 2.29; provision for training, 2.13; provision for higher education, 2.14; residence facilities, 2.10; designation, 1.85 and social status, 2.48. With the factors such as promotion and teaching load they exhibited very low satisfaction with a mean score of only 1.43 and 1.44 respectively.

In contrast, the female teachers exhibited low satisfaction in all the factors except Administration support, 2.74; Transfer, 2.74; Facilities provided by the government, 2.74; Honor, 3.39 and Social status, 3.09.

Significant differences on job satisfaction factors were obtained between male and female teachers on Salary, Promotion, Facilities provided by the government, Honor and Social status where observed probability values are 0.049, 0.014, 0.014, 0.015 and 0.00 respectively (Table.1).

Table 1: Means, Standard Deviation and *t*-test for some factors on job satisfaction.

Factors	Males (n=87)		Females (n=23)		t-value	Prob.
	M	SD	M	SD		
Salary	2.12	0.69	2.43	0.66	-1.995	0.049
Administration support	2.51	0.83	2.74	0.69	-1.235	0.220
Promotion	1.43	0.83	2.13	1.22	-2.621	0.014
Transfer	2.45	0.94	2.74	1.10	-1.277	0.204
Facilities provided by the government	2.29	0.73	2.74	0.92	-2.498	0.014
Teaching load	1.44	0.73	1.61	0.58	-1.048	0.297
Honor	2.92	0.84	3.39	0.72	-2.466	0.015
Provision for training	2.13	0.80	2.22	1.04	-0.389	0.700
Provision for higher education	2.14	0.93	2.35	1.23	-0.763	0.451
Residence facilities	2.10	0.89	1.87	1.29	0.820	0.419
Designation	1.85	0.95	2.26	1.14	-1.591	0.122
Social Status	2.48	0.94	3.09	0.60	-3.777	0.000

Note: Based on scale: 5=Very High; 4= High; 3=Moderate; 2= Low; 1=Very Low.

Both male and female teachers were also asked to give their opinion on some statements. The graphical representations of their responses are shown in Fig.1.

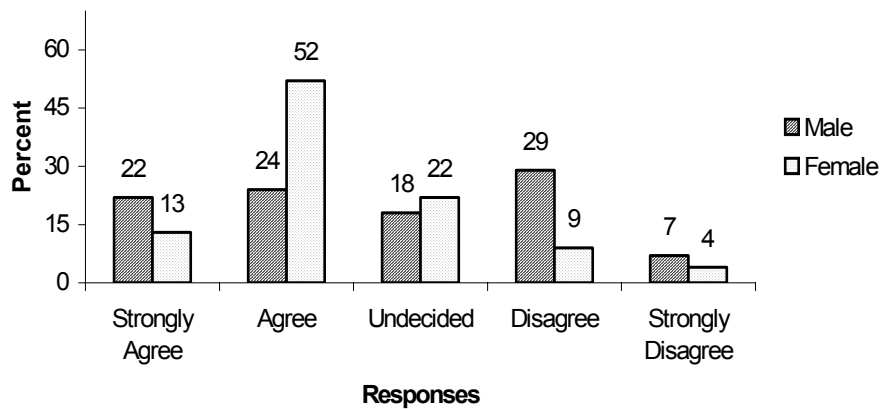


Figure 1: Opinion of male and female teachers about aim to join teaching profession

According to Fig.2, 51 percent of the male teachers were willing to change their profession if they were given chance. Whereas one third of them were undecided on this issue. Despite most of them had the fact that they had an aim to join this profession, most of the female teachers were (79 percent) prepared to change their profession if they are given chance. Only 16 percent of the male and 8 percent of the female were not ready to change their profession even if they were given a chance.

The families of both male and female teachers liked teaching profession (65 percent male and 83 percent female); only a few teachers' family members disliked their profession which is shown in Fig.3.

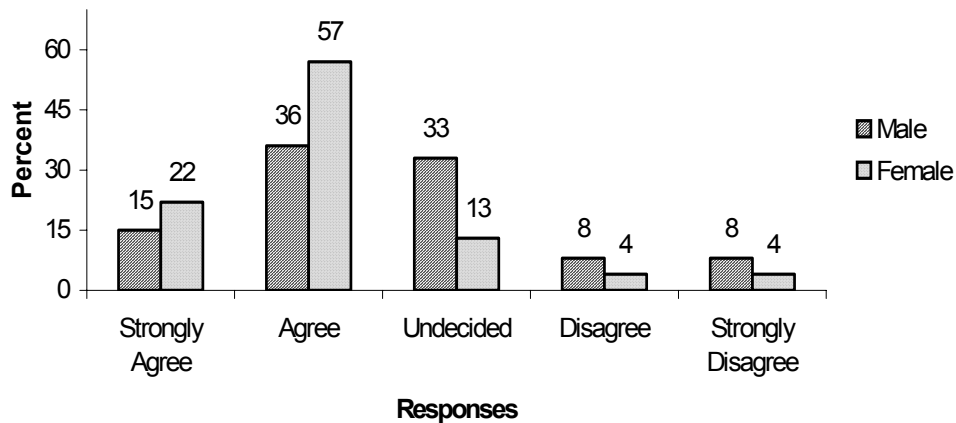


Figure 2: Opinion of male and female teachers on whether they will change teaching profession or not if they are given chance.

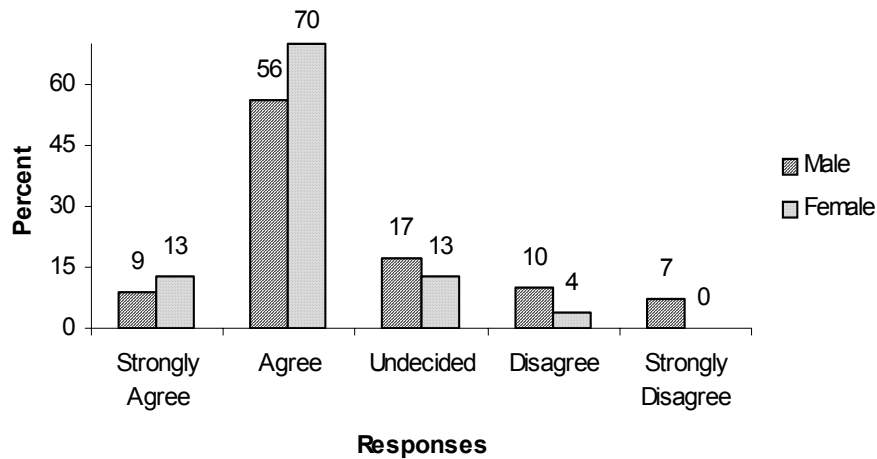


Figure 3: The opinions of teachers on liking teaching profession by their family members.

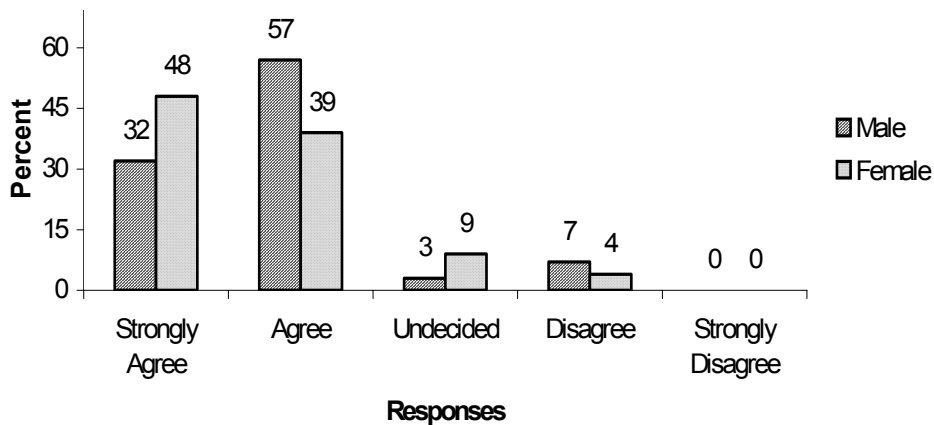


Figure 4: Opinions about whether the male and female teachers will stop thinking about extra or part-time jobs or not in case if their salary is increased.

It is evident from Fig.4 that most of the teachers were enthusiastic about discontinuing their thoughts about having extra or part-time jobs if their salary were increased.

It was found that only 9 percent of the male teachers were having part-time job, but 35 percent of the female teachers had part-time job (Table.2). Those having part-time job, stated economical problem as the reason for doing part-time job.

Table.3 shows that male teachers were undecided to the fact that “their aim was to join teaching profession” and “they will change this profession if you are given chance”, where the mean scores of their opinion were 3.29 and 3.32 respectively. They were agreed to the fact that their family members like their teaching profession and they will not think about extra or part-time jobs if their salary is increased as the mean score of their opinion were 3.53 and 4.14 respectively. On the other hand, female teachers were agreed to all the four statements.

Table 2: Number of teachers carries out part-time job.

Teachers	Yes	Percentage	No	Percentage
Male	8	9	79	91
Female	8	35	15	65

Table.3 shows comparison of mean scores of responses provided by both male and female teachers on the above-mentioned statements using *t*-test. Findings show that there was a significant difference on opinions of male and female teachers at 0.05 level of significance regarding “change of profession if they were given chance” and “family members’ liking of their profession”, as the observed probability values were 0.032 and 0.033 respectively. This means male and female teachers differ significantly regarding their opinion on the above mentioned statements.

Table 3: Comparison of the response of male and female teachers.

Statement	Males (n=87)		Females (n=23)		t-value	Prob.
	M	SD	M	SD		
It was your aim to join teaching profession	3.29	1.229	3.61	0.988	-1.314	0.196
You will change this profession if you are given chance	3.32	1.104	3.87	0.968	-2.166	0.032
Your family members like this profession	3.53	0.998	3.91	0.668	-2.187	0.033
If your salary is increased then you will not think of any extra job	4.14	0.795	4.30	0.822	-0.887	0.377

Note: Based on scale: 5=Strongly Agree; 4= Agree; 3=Undecided; 2= Disagree; 1=Strongly Disagree.

From the opinions about the level of satisfaction on some factors related to the job of both male and female teachers, their overall level of job satisfaction was calculated and a comparison of their overall job satisfaction level was done using *t*-test. The obtained result is shown in Table.4.

Overall job satisfaction level of both male and female teachers of polytechnic in Bangladesh was low. Although the “overall job satisfaction” mean score of female teachers is slightly higher than the male teachers, there was no statistically significant difference between their levels of job satisfaction as observed *t*-value less than critical value of t_c (Table.4).

Table 4: Means, Standard Deviation and *t*-test for overall job satisfaction.

Variable	Males (n=87)		Females (n=23)		t_{obs} value	t_c value
	M	SD	M	SD		
Overall Job Satisfaction	2.15	0.84	2.46	0.93	1.88	2.06

Note: Based on scale: 5=Very High; 4= High; 3=Moderate; 2= Low; 1=Very Low.

4 DISCUSSION

It was found from the study that although the female teachers' aim was to become a teacher and their family members liked their profession, most of them were ready to change their profession if they have a chance. This may be due to the fact that the female teachers were very dissatisfied with their job as a polytechnic teacher.

A few of the male teachers were found to have part-time jobs. They were reluctant to divulge this particular information. It was due to the fact that they were afraid to disclose information related to their part-time job. In reality number of male teachers involved with part-time job is more than what was found in the study.

According to Herzberg [11] salary, interpersonal relation, working environment and supervision are hygiene factors. But in this study findings affirmed these as motivating factors also this is due to the fact that Herzberg's theory was developed in western countries, and Bangladesh is a developing country where socio-economic conditions are different than those of western countries. That is why salary and some other factors are motivating to the teachers.

There was no non-response because the researcher tried to get complete data from all sampled teachers. But this study was limited to eight polytechnic institutes and the sampling was done purposively which may add a few questions towards generalization. To arrive at a definite conclusion and for generalization further research may be done with greater sample size.

5 CONCLUSIONS AND RECOMMENDATIONS

From the findings of the study it can be concluded that level of overall job satisfaction of polytechnic teachers in Bangladesh was low and there was no significant difference between the level of overall job satisfaction of female and male teachers. Teaching profession is liked more by the families of female teachers and is considered as an honorable profession but there are several reasons due to which female teachers want to leave this profession despite the fact that they willingly joined this profession. Although did not mention many of the polytechnic teachers are doing extra jobs but they are agreed to leave their part time jobs if their salary is increased. Teachers are doubtful about their social status but comparatively females seem to be more satisfied with their social status. Factor like promotion, teaching load, provision for training, provision for higher education, designation and residence facilities are contributing very less

toward job satisfaction of both male and female teachers, in other words they are causing dissatisfaction.

As the study revealed that the overall level of job satisfaction of polytechnic teachers in Bangladesh was low and which can certainly affect the quality of education. Therefore the study suggests number of points for improving the level of job satisfaction of both female and male teachers. The recommendations are as follows:

- (i) Female teachers should be encouraged to join this profession by improving some motivating factors like salary, status, working condition etc.
- (ii) Male teachers were very much dissatisfied with the existing promotion system of the polytechnic therefore to motivate them towards their job there should be fixed criteria for promotion and if a person fulfills these then they should be promoted immediately.
- (iii) Teaching load of the teachers should be reduced to a reasonable and comfortable level.
- (iv) Both male and female teachers were dissatisfied with many of the factors and this situation should be improved by increasing different facilities and allowances for both male and female teachers.

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