

RELATIONSHIP BETWEEN SELECTED DEMOGRAPHIC FACTORS AND SECONDARY SCHOOL TEACHERS' JOB SATISFACTION IN BANGLADESH

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Abstract

The purpose of this study was to investigate the levels of job satisfaction and to determine the effect of demographic factors on levels of satisfaction among secondary school teachers in Bangladesh. The study utilized a descriptive correlational research design. Job satisfaction instrument by Spector (1997) was sent to 367 participants. Data was analyzed using descriptive statistics, independent t-test and ANNOVA. The teachers were moderately satisfied with their job. The construct work itself was ranked highest and benefit was ranked as the lowest of the examined constructs. The findings of this study revealed that no significant difference was found in the job satisfaction based on gender and education. The other two demographic variables age and year of experience at current organisation do influence the level of jobs satisfaction. The result of the study can help teachers and administrators to take action to increase the satisfaction level teachers.

Keywords: Job satisfaction, secondary school teachers.

Introduction

Job satisfaction has been the most frequently investigated variable affecting job performance and organizational effectiveness in human resources and organizational behavior and management (Spector, 1997). Employees who are dissatisfied may reduce their level of effort or exit from the organization (Hom & Kinicki, 2001). Specifically, teachers' job satisfaction may influence the quality of instructional practice. Some researchers argue that dissatisfied teachers are less likely to do their best work in the classroom (Evans, 2001). In addition, highly satisfied teachers are less likely to switch schools or to quit the profession than those who are dissatisfied with low salary, poor working conditions and lack of professional development supports (Baker & Smith, 1997). These actions disrupt student learning and workplace climate, requiring costly recruitment efforts. Thus, teacher dissatisfaction can be a critical problem for schools, teachers, and students, even when it does not lead dissatisfied teachers to exit immediately.

The purpose of this study was to determine whether demographic factors were related to the level of job satisfaction of secondary school teachers in Dhaka. The specific demographic factors address in this study was:

- a) Age
- b) Gender
- c) Education and
- d) Year of experience at current school

The Objectives of the present study are:

1. To determine the level of job satisfaction of the respondents
2. To determine whether demographic factors influencing the level of teachers' job satisfaction.

Literature review

Job satisfaction is also described "as an effective response to one's job" (Fisher, 2000, p. 185). Job satisfaction may be attributed to any number of factors, including: good management, compensation, perks, room for personal growth, the ability for an individual to ask for what he or she wants, and the ability to "reframe" projects (having a positive attitude and changing perceptions toward a project) (Thompson, 2004). Employees in open and supportive communication environments are more likely to be satisfied with their jobs (Conrad & Poole, 2005). An employee who experiences job satisfaction is "paid fairly, is provided with safe and pleasant working conditions, has supportive relationships with others at work, is challenged by his

or her work, and has a significant degree of control over how tasks are performed” (Eisenberg & Goodall, 2004, p. 203).

Teachers’ were often considered as a specific sample of employees, who have different operating conditions and experience higher levels of work related stress in comparison with typical organizations’ employees (De Nobile & McCormick, 2005; Klassen et al., 2010a). Unlike typical organizations’ employees, teachers have many various responsibilities. They are expected to educate students, insure their safety and healthy atmosphere, communicate and collaborate with parents, other teachers, specialists and administrators, develop their own skills and knowledge, administer documents, organize school trips and complete a number of other tasks provided by the government and school administration (Comber & Nixon, 2009). Many times teachers meet problematic students of various ages or difficult and imperative parents. Those interaction require communication, problem solving, and conflict management skills. Challenges in teachers’ work that require emotional and intellectual resources may sometimes lead to burnout, depression or other physical and psychological health related issues (Chang, 2009).

Job satisfaction is the most common indicator of cooperation in an organization (Eisenberg & Goodall, 2004). Literature has indicated that lack of administrative and collegial support, negative school atmosphere, low morale, diminishing status, and lack in respect are all factors contributing to teacher job dissatisfaction (Jones, 2001; Lumsden, 1998; Weasmer & Woods, 2002). It is obvious that teachers differ from typical employees in various ways. Therefore, instruments that usually measure such job satisfaction dimensions as appreciation, communication, coworkers, fringe benefits, job conditions, nature of work, organization itself, organizations’ policies and procedures, pay, personal growth, promotion opportunities, recognition, security, supervision may not always match with teachers’ job satisfaction aspects (Spector, 1997). Similarly Shann (1998) contends that factors contribute to teacher job satisfaction related to demographic factors such as experience, and position. Thus there is a need to determine that factors relating to job satisfaction.

Methods and procedures

The data collection process started in January 2011 and was completed in June 2011. Each school principal was contacted and informed about the purpose of the research, confidentially issues. The population for this study was secondary school teachers in Dhaka city. Base on the power table introduce by Cohen (1998) with 95% level of confidence and 5% sampling error, a total of 370 teachers were randomly selected for data collection. The samples were randomly selected by the name lists provided by the administration of the twenty secondary schools Dhaka City. The sample consists of teachers with varying age, gender, educational qualifications and work experience. The researcher used a survey method for data collection.

Measuring job satisfaction

Teachers level of job satisfaction was obtained utilizing a modified version of Jobs satisfaction survey developed by Spector (1997) which has 36 items that adopt 4 constructs namely supervision, work itself, benefit, promotion. In addition to that 3 construct were adopted from North Carolina Teachers Working Conditions namely empowerment, professional development, facilities and resources. Thus the survey includes seven constructs (1) supervision, (2) Empowerment, (3) Work itself (4) Benefit (5) professional development, and (6) facilities and resources and (7) promotion. The teachers shared their preferences on the survey by indicating 1 = strongly disagree, 2=disagree, 3=moderately agree, 4= agree, or 5=strongly agree. Some of the items are stated in a positive and some in a negative direction. Positively directed items indicate job satisfaction and negatively directed items indicate job dissatisfaction. Negatively worded items were reversed scored.

The questionnaire was translated to Bengali language using back-forward translation. Because the questionnaires were adapted to Bangladesh culture, the content validity of the questionnaire was assessed by a panel of judges comprised of Education and language academics and experts to eliminate inconsistencies. The cornbach alpha of the Bengali translated instrument was .87. An additional section containing 4 questions created by the researcher was added at the end of the questionnaire to collected demographic characteristics of the participants.

Results and Discussions

1. What are the levels of teachers' job satisfaction?

The first research question was to report the job satisfaction level of school teachers' in Dhaka city. Table 1 includes the means and standard deviation of job satisfaction in the areas of supervision, empowerment, work itself, professional development, facilities and resources, promotion, and benefit.

Table 1: mean score and standard deviation of teachers' job satisfaction

Variables	Mean	Std. Dev
Supervision	3.66	.82
Empowerment	3.85	.82
Work itself	3.92	.72
Professional Development	3.60	.73
Facilities and resources	3.39	.91
Promotion	2.72	.95
Benefit	2.31	.80
Job Satisfaction	3.35	.57

Note : 1=strongly disagree, 2=disagree, 3=moderately agree, 4= agree, or 5=strongly agree
Exhibition score: 1.00 to 2.33 = low, 2.34 to 3.66 = moderate, 3.67 to 5 = high.

The results in table 1 above revealed teachers are more satisfied with work itself. Teachers' job satisfaction was revealed to be low in benefit. The job satisfactions mean score of teacher was moderate ($M = 3.35$, $SD = .57$). Mean rating on empowerment ($M = 3.85$, $SD = .82$) and work itself ($M = 3.92$, $SD = .72$) were high, supervision ($M = 3.66$, $SD = .82$), professional development ($M = 3.60$, $SD = .73$), facilities and resources ($M = 3.39$, $SD = .91$), promotion ($M = 2.72$, $SD = .95$) was moderate and benefit ($M = 2.31$, $SD = .80$) was low. Teachers in this study conveyed moderately satisfied with their careers as teachers. Previous studies are consistent with these findings that principal support is associated with teachers job satisfaction (Wood 2008, & Ngimbudzi, 2009). School teachers reported high levels of satisfaction concerning the variable of supervision (Kimbrel 2005). A study by Schmidt (2009) found that teachers were moderately satisfied with empowerment. Schroder (2008) and Sharma stated that in their studies 'work itself' had the highest mean score. A study by Schmidt (2009) found professional development was the least satisfying factor among teachers. Previous studies conducted by Davidson (2007) revealed that teachers were not happy with promotion. Another study by Ngimbudzi, (2009) indicated low satisfaction with promotion opportunities form their teachers in Tanzania. The findings of the present study is in line with Shamima (2005) who found that teachers are related to facilities and resources. Previous studies conducted by Davidson (2007) revealed that teachers were also not happy with benefit. The finding is in line with Sayed (2005) who found teachers were also less satisfied with fringe benefit in Bangladesh.

2. Are there any significant difference between teachers' job satisfaction levels based on their age, gender, teaching experience, and level of education?

The second research question was design to examine whether there were differences in job satisfaction across various demographic factors such as age, level of education, year of experience at current organisation, and gender.

Table 2: t-test between Gender and job satisfaction.

Gender	Sample Size	Mean	Sd	T-value	Sig
Male	196	3.33	.59	- .57	.421
Female	171	3.37	.55		

Sig at $P < .05$ level

An independent t-test was conducted to evaluate the effect of gender and job satisfaction. The result of the independent *t* test in table 2 indicated that there was no significant difference with $t = -.57, p = .421$ in between male and female teachers job satisfaction. The scores indicates that job satisfaction level of male ($M = 3.33, SD = .59$) and female ($M = 3.37, SD = .55$) teachers were more or less the same. Job satisfaction of male teachers have slightly less compared to females. However descriptively female teachers mean score was higher than male implying that they could be more satisfied than male teachers. The findings of the present study do provide evidence in support of a gender effect on job satisfaction. For instance Gupta (2013) found that there was no significant difference in job satisfaction among male and female teachers. A study by Menon (2012) also found no significant difference between men and woman in job satisfaction. A study by Sayed (2005) found that female teachers were more satisfied than male teachers' in Bangladesh.

Table 3: Analysis of variance between age and teachers' job satisfaction.

Age	Sample Size	Mean	SD	F	Sig Value
Less than 34 Years	79	3.44	.58		
35-44 Years	151	3.37	.58	2.90	.035
45-54Years	101	3.22	.51		
55 Years or older	36	3.44	.63		
Total	367	3.35	.57		

Sig at $P < .05$ level

The result of the ANNOVA revealed that there was a significant mean difference with $F = 2.90, p = .035$ between age and job satisfaction. The literature reports mixed findings in teachers job satisfaction based on demographics. Blood et al (2002) maintained it is possible that older workers are more comfortable and tolerant of authority and may learn to lower expectation for their job. Spector (1997) view that older workers may have jobs that use their skills better under work better conditions and benefit from advances and promotion and appreciate fringe benefit more than younger and less experience employees.

Table 4: Post hoc Tukey test of Age

Age category	Mean difference	Sig at $p < .05$
< 34 years	35-34 Years	.073
	45-54 Years	.228
	55 Years or Older	.009
	Less than 34 Years	-.073
35-44	45-54Years	.155
	55 Years or older	.009
45-54 Years	Less than 34 Years	-.228
	35-44 Years	-.15
	55 Years or Older	-.219
55 Years >	Less than 34 Years	-.009
	35-44 Years	.063
	45-54 Years	.219

The Mean difference is significant at the 0.05 level

Tukey post hoc comparison of the three groups indicated younger groups less than 34 were more satisfied than older 45-54 years. The result of the Tukey test depicted that the significant difference in between teachers aged 45-54 years teachers aged between less than 34 years there is no significant difference existed between teachers form the other pair of age categories. Comparison between other groups was not significant at $p < .05$. Table 4 presents the result of the tukey post hoc for age and job satisfaction. Aklog (2005) found teachers overall job

satisfaction by age group were not statistically significant ($F = 2.02, p = .11$), however age group 40-49 had the highest mean job satisfaction rating. Tansen (2006) found that the younger teachers tended to show higher levels of satisfaction as they begin their career than the old teachers. A study by Gesinde et. al. (2012) found a clear fact that ages do influence job satisfaction of primary school teachers in Nigeria.

Table 5: Analysis of variance between Education and teachers' job satisfaction.

Education	Sample Size	Mean	SD	F	Sig Value
Bachelor	100	3.24	.53	2.15	.093
Master	256	3.40	.58		
PhD	1	3.43	1.1		
Others	8	3.16	.32		

Sig at $P < .05$ level

The education factor included four levels – Bachelor, Masters, PhD, and others revealed that there was no statistically significant difference between education and job satisfaction, $F = 2.15, p = .093$ as depicted in table 5. This means that educational qualification does not have an impact on the level of job satisfaction. The study is contrasted with Aklog (2005) who found that the lower the level of educational attainment teachers' had the higher will be their overall job satisfaction rating and this differences in teachers satisfaction by their educational attainment was statistically significant ($t = 3.05, p = .002$). Turner (2007) found no significance difference between teachers' educational level and job satisfaction.

Table 6: Analysis of variance between experience at current organisation and teachers' job satisfaction.

Experience	Sample Size	Mean	SD	F	Sig Value
Less Than 5 Years	90	3.49	.56	3.31	.037
6-10 Years	73	3.32	.55		
11 Years	204	3.30	.58		
Total	367	3.35	.57		

Sig at $P < .05$ level

One way ANNOVA test as shown in table 6 revealed that there was a significant difference in the mean of job satisfaction level across different teaching experience group ($F = 3.31, P = .037$) as it increase progressively. This indicated that school teachers with less experience generally perform better in their jobs. The experience appeared to be related to their level of job satisfaction. The result reveals that the mean score of less than 5 years was ($M = 3.49, SD = .56$), and for 6-10 years ($M = 3.32, SD = .55$) and satisfaction decreases progressively for each older age group. This indicates that teachers with less experience will generally satisfied in their job than senior counterparts. The result of study indicate with least satisfaction reported by the 11-20 years of working experience groups is in line with the findings of Crossman (2006). Where least satisfaction was found in the 15-20 years of length of service group. A study by Menon (2012) found that experienced teachers (more than 5 years of experience) differed from teachers with less than five years of experience.

Table 7: Post hoc Tukey test of Experience

Experience		Mean difference	Sig at p < .05
< 5 years	6-10 Years	.165	.159
	11+ Years	.183	.032
6-10 Years	Less than 5 Years	-.165	.159
	11+ Years	.017	.974
11+ Years	Less than 5 Years	-.183	.032
	6-10 Years	-.017	.974

The Mean difference is significant at the 0.05 level

Tukey post hoc comparison of the three groups indicated younger groups less than 5 years experience were significantly more satisfied than senior 11 years experience or above. No significant difference existed between teachers from the other pair of age categories. Comparison between other groups was not significant at $p < .05$. Table 7 presents the result of the tukey post hoc for experience and job satisfaction.

Conclusion and Recommendations

It is concluded that the secondary school teachers had moderate level of job satisfaction and the demographic variables like age and year of experience at current organisation do influence level of jobs satisfaction. It is therefore, advisable demographic characteristics should be recognised and be appreciated which ultimately will affect school development. Results should be presented to administrators to make them aware of which demographic factors were related the level of job satisfaction of secondary school teachers. Findings of this study would help policy makers and school board members to formulate strategies and program to ensure efficiency by increasing job satisfaction. Great attention should be paid to teachers' satisfaction in educational system as it has an effect on school achievement, quality teaching, personal fulfilment growth productivity, and absenteeism. This study has implication for school management to identify the factors that can increase satisfaction.

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