

# Job Satisfaction of Non-government College Teachers in Bangladesh

Bala Pronay

Department of Agricultural science

Lalmia City College, Gopalganj,

Bangladesh.

+8801712122612

Email: kbdpronay@yahoo.com

## Abstract

The study was designed to assess job satisfaction of 88 randomly selected non government college teachers in Bangladesh. Survey form with a set of 23 questions was used for the study. Respondents were mainly selected by using random sampling method. The data was collected between February and July 2011. The findings show that teachers were not satisfied with their job without work place and training. The findings demonstrate that personnel's average satisfaction level reached 26.19%. Based on the findings it was recommended that some existing policies be changed and suggest that it is required to replace some old policies in case of promotion, equity of justice maintained in promotion and pay determination system.

**Keywords:** Teachers, Response, Satisfaction, Strategies, and Policies.

## 1. Introduction

The term job satisfaction refers to an individual's general attitude toward his or her job. A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job. Numerous definitions on the concept of job satisfaction are available. Newstrom and Devis (2002) specified that job satisfaction is a set of the favorable or unfavorable feelings with which employees view their work. Spector (1997) stated that job satisfaction to constitute an attitudinal variable that measures how a person feels about his or her job.

Education is the catalyst to sustainable development. The role of the teacher has remained a significant factor in education (Ijaiya *et al.* 2011). Teaching depends on their satisfaction. In Bangladesh total number of colleges is 3150 and among them 2899 is non government which is 92% and total college teachers are 90401 and among 79,439 are nongovernmental, which is 88% of total number (MOE 2011). So their satisfaction is urgent need to improve education. Quality educators occupy central positions in any educational systems and an educational institute that does not attract and retain a high caliber teacher evokes particular concern (Akpofure and Grace 2006). A key variable associated with educators, decision to leave or remain at his/her institution is job satisfaction (Locke 1976). Satisfied employees tend to be more productive, creative and committed to their employees and dissatisfaction with job can cause irreparable damage to the organization any time. In developing country such as Bangladesh, efforts in this direction are scare. Hence, the main purpose of this study is to elucidate information about job satisfaction among teachers at holistic levels in terms of job-content and job-context related factors.

## 2. Materials and method

### 2.1 Population and sample

The population for the study consisted of colleges in the Barisal Division and greater Faridpur districts,

which is South East part of Bangladesh. Purely random procedures used the researcher drew a sample of 90 from the estimated 88 in the study area.

### *2.2 Study site*

The place of study area was in South East part of Bangladesh.

### *2.3 Demographic Questionnaire*

The researcher created a question are to gather data on the demographic characteristics of respondents the following characteristics were addressed by the questionnaire (i) Age (ii) Gender (iii) Highest education level (iv) Rank (v) Working year in the institute.

### *2.4 Instrument questionnaire*

To find the job satisfaction among the randomly selected college teachers are in line with the Job Descriptive Index (JDI). 23 variables of JDI were adopted for the study. The questionnaire was dichotomous question, which had only two response alternatives yes, or no (Malhotra 2008). Total questionnaire was into 5 elements according to Newstrom and Kith Devis (2002).

### *2.5 Data collection procedure*

Respondents were physically contacted by the researcher at the randomly selected 45 colleges located with South East part of Bangladesh. Questionnaires were retrieved from respondents through personal visits after 2 days. The survey was conducted between February and July 2011.

## **3. Results and Discussion**

Of the 90 teachers contacted (study sample) 88 which represents 98% response rate was achieved. Respondents did answer all questions and no data were treated as missing values. Data from the demographic questionnaire yielded information about respondent's demographic characteristic (Table 1).

Majority of the teachers were in the age group of 35-44 years representing 68.20 %. It was followed by the age group of 25-34 years consisting of 25%. Majority of respondents were male (95.5%) while the others (4.5%) were female. Regarding academic rank, most respondents were senior lecturer (63.6%) followed by lecturer (25%) and assistant professor (11.4%). On the highest education level, all respondents (100%) were master's degree and only (22.7%) have M Phil \ MS degree. This means that most of the teachers do not possess the highest degree and to improve the situation policy makers should introduce in service training to encourage the teachers.

The main findings of the study have been summarized in table 2 and interpreted below.

It is found from the table 2 that 77.27% teachers are satisfied with the institute where they serve now. 65.91% teachers are not satisfied in the position they hold because the position is quite stable and highest rank is assistant professor. 72.73% teachers are satisfied with types of training they received.

With regard to the length of training period 40.91% teachers are satisfied and 59.09% are not satisfied. From the study it is found that 72.73% teachers satisfied with contents of training and 65.91% are satisfied with out comes of that training. With regard to the pay determination system 93.18% are not satisfied and 88.64% are not satisfied with present pay level. 97.73% are not satisfied with incentive bonus and 84.09% are not in pay for performance. 100% teachers are not satisfied with factor considered for promotion because promotion system is faulty in this sector. Individuals work to get promotion on his position (Khan 2000). But in this sector promotion depends on ratio factor which is black fame of education section. 95.45% are not satisfied with equity of justice maintained in promotion. With the role of teachers association 84.09% are not satisfied. 75% are not satisfied with nature of work. The study shows that 79.55% are not satisfied with nature of supervision. Management style greatly affects the work. Supervisor who operate with rigid and human nature then work reach satisfactory level. With regards to the work environment 77.27% are not satisfied. From the study it is found that 72.72% are not satisfied with working schedule. From the study 86.36% are not satisfied with safety and health measures. It shows that 88.64% teachers are not satisfied with loans to employee. 93.18% are not satisfied with pension system with regards to employee welfare program 72.72% teachers not satisfied. It is found that 81.82% teachers are not

satisfied with transport facility. They have no facility of transportation. A dramatic result is found in the area of pay from institute that 90.91% teachers are not satisfied. Major institute do not give enough pay to teachers due to various causes.

#### **4. Conclusions and recommendations**

Considering the findings of this study in view the following conclusions were put toward:

1. Teachers are not satisfied their job.
2. Factor considered for promotion is fully dissatisfied of teachers.
3. Working place, training and outcomes of training only satisfied issue of teachers.
4. On payment issues, teachers are very dissatisfied.
5. Equity of justice maintained in promotion and pay from institute are serious issue. It usually interfere managerial decision making hamper the discipline and order.

The findings of the study demonstrate that a very few issues (4 out of 23) scored 50% or above satisfaction level and over all job satisfaction was significantly low (26%). Based on that, the author recommends that the existing policies be modified and also suggested that some old policies require replacement such as promotion, equity of justice maintained in promotion and pay determination system. The studies relatively small sample size should be taken into consideration and hence replication of the study with a large sample size and all over the area of Bangladesh.

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Table 1. Demographic Characteristics of the respondents

<b>Characters</b>	<b>Number</b>	<b>%</b>
<b>Age</b>		
25-34	22	25
35-44	60	68.2
45-54	6	6.8
<b>Gender</b>		
Male	84	95.5
Female	4	4.5
<b>Academic Rank</b>		
Lecturer	22	25
Senior Lecturer	56	63.6
Assistant Professor	10	11.4
<b>Highest Education obtained</b>		
M. Phil \ MS	20	22.7
M Sc\ MA\ M.com	68	77.3
<b>Working Experience (years)</b>		
Less than 2	4	4.5
2-5	8	9
6-10	42	47.7
11-15	24	27.3
16-20	10	11.5

Table 2. Opinion of respondents on job satisfaction

Area of Satisfaction	Satisfied		Not Satisfied	
	Number	%	No.	%
(1) The Institute where they are now	68	77.27	20	22.73
(2) The position they hold	30	34.09	58	65.91
(3) Types of training they received	66	72.73	24	27.27
(4) Length of training period	36	40.91	52	59.09
(5) Contents of training	64	72.73	24	27.27
(6) Out comes of the training	58	65.91	30	34.09
(7) Pay determination system	6	6.82	82	93.18
(8) Present pay level	10	11.36	78	88.64
(9) Incentive bonus	2	2.27	4	97.73
(10) Pay for performance	14	15.91	28	84.09
(11) Factors considered for promotion	00	0	88	100
(12) Equity of justice maintained in promotion	6	4.55	84	95.45
(13) Role of teacher's association	14	15.91	74	84.09
(14) Nature of work	22	25	66	75
(15) Nature of supervision	18	20.45	70	79.55
(16) Work environment	20	22.73	68	77.27
(17) Working schedule	24	27.28	64	72.72
(18) Safety and health measures	12	13.68	76	86.36
(19) Loans to employee	10	11.36	78	88.64
(20) Pension system	6	6.82	82	93.18
(21) Employee welfare program	24	27.28	64	72.27
(22) Transportation facility	16	18.18	72	81.82
(23) Pay from institute	8	9.09	80	90.91
Mean	-	26.19	-	73.81

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