

JOB SATISFACTION AMONG TEACHERS OF TECHNICAL TRAINING CENTERS (T.T.Cs.) IN BANGLADESH

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ABSTRACT

Job satisfaction is considered as an important catalytic agent worldwide in improving the quality of education. The purpose of the present study is to identify the level of job satisfaction among teachers of technical training centers in Bangladesh and to see what the main factors are for job satisfaction. Due to some constraints teachers of 7 out of 38 technical training centers were considered as sample for the study. A comprehensive questionnaire was mailed to these institutions and in some cases the researchers themselves collected data. The responses were analyzed and interpreted by using weighted average. The study revealed that the factors like salary, promotion, facilities, teaching load and provision for higher education and training contributed significantly towards job dissatisfaction of the teachers whereas administration support, working condition, transfer, residence facilities, honor and social status did not cause much in this regard. From the study the researchers 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, Technical Training Center (T.T.Cs.), Factors of Job Satisfaction.

INTRODUCTION

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 T.T.Cs. 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 T.T.Cs. have therefore got to be well motivated towards their job.

In a very simple term job satisfaction is when any job fulfills one's expectation. 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. According to the Dictionary of Education by J. Bellingham (2002), 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, status, general surroundings, 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, 1976 cited in Brief, & Weiss, H. M., 2001); an affective reaction to one's job (Cranny, Smith & Stone, 1992 cited in Weiss, H. M., 2002); and an attitude towards one's job (Brief, 1998 cited in

Weiss, H. M., 2002). Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are emotion, beliefs and behaviors.

Technical Training Centers (T.T.Cs) are those institutions which offer two years' S.S.C. (Secondary School Certificate) in different technologies to students who have passed class VIII (eight) examination. Therefore, these centers are playing a major role in creating middle level technicians.

BACKGROUND

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 at al., 1993).

The existing theories of worker satisfaction are complementary to and interrelated with psychological theories of needs and values. Intrinsic sources of satisfaction are explained by need theories, defined by Maslow, whose study suggested general groups of human needs were arranged in the following hierarchical order beginning with the most basic human needs: physical, security, love, self-esteem and self-actualization. Maslow's premise is that the needs served as motivators until they were satisfied. Herzberg (1972) continued to refine the needs theory by investigating the deficiencies in specific work environments resulting in a Hygiene Motivation Theory.

The Hygiene Motivation Theory postulated that people have two sets of needs: one for psychological growth (a motivational component) and another to avoid unpleasantness (a state of non-dissatisfaction). Herzberg (1972) identified criteria for meaningful work, including (a) opportunities for growth and achievement, (b) recognition for achievements, (c) increased responsibility for one's job, and (d) opportunities to advance to higher task levels. A job enrichment model for classroom teachers that would meet the intrinsic sources defined by Maslow and the four criteria recognized by Herzberg is needed in the school workplace environment.

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 at al., (1977). "Teachers with strong positive attitudes about teaching had students whose self-esteem was high". Rothman (1981) 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 (2002) and Tasnim (2006) 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.

This study undertakes an examination of how teachers of technical training centers feel about the job on some factors associated with their job satisfaction. The specific objectives of the study were to:

1. find out the educational qualification and professional experience of the teachers of T.T.Cs.
2. identify the level of job satisfaction among teachers of T.T.Cs. in Bangladesh,
3. identify the factors contributing significantly to job satisfaction of the teachers in T.T.Cs.,
4. provide necessary recommendations for improving the overall job satisfaction of the teachers of technical training centers (T.T.Cs.).

METHODOLOGY

The study was based on the government technical training centers (T.T.Cs.) of Bangladesh. Due to shortage of time and other constraints, only seven out of thirty-eight T.T.Cs were purposively selected for this study. Those were: T.T.C. Mirpur, Bangladesh German T.T.C., T.T.C Mymensing, T.T.C. Comilla, T.T.C. Rajshahi, T.T.C. Khulna, T.T.C. Barisal. All the teachers of these T.T.Cs. were provided with one questionnaire.

In this study a structured questionnaire was used as tool for data collection. The questionnaire had two main parts. The first one was about personal information about the respondents including educational qualification and professional experience. 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). A questionnaire package, which contained a cover letter, questionnaire and return envelope, was sent to each T.T.C. outside Dhaka city. The respondents of T.T.C. Mirpur and Bangladesh German T.T.C. were approached directly by the researchers with the questionnaires. The results of the responses of teachers were presented in tabular and graphical form. All data were analyzed using the Statistical Package for Social Science (SPSS for windows, version-15.0). Appropriate statistical procedures for description and inference were used. The calculated mean (M) were interpreted as: $M \geq 4.5$ is "SA"; $4.5 > M \geq 3.5$ is "A"; $3.5 > M \geq 2.5$ is "U"; $2.5 > M \geq 1.5$ is "D"; $1.5 > M$ is "SD".

FINDINGS

The total number of respondents (teachers) in this study was 142 with different designations from the 7 technical training centers across the country. Among them 2 were principals, 1 vice principal, 17 chief instructors, 42 senior instructors and 80 instructors. Teachers who took part in the data collections were classified based on their teaching experience as seen in table1:

Table 1: Professional experience of the teachers in the technical training centers

Professional experience	0 – 5 Years	5 – 10 Years	10 – 15 Years	15 – 20 Years	20 – 25 Years	25 Years & above	Total
No. of respondents	2	19	45	24	25	27	142
Percentage (%)	1	13	32	17	18	19	100

The above table reveals that 32% respondent has 10-15 years experience, 19% has more than 25 years, 18% has 20-25 years, 17% has 15-20 years and 13% has 5-10 years of experience. It is matter of hope that most of the teachers of T.T.Cs have more than 10 years of experience.

However, the responses of teachers about their educational qualification are shown in table 2.

Table 2: Educational qualification of the teachers in the technical training centers

Name of the degree	SSC (VOC)	HSC (VOC)	Diploma	DTE	BA/BSc (Engg /TE)	PGDTE	MA/MSc (Engg/TE)	Total
No. of respondents	17	6	89	8	16	2	4	142
Percentage (%)	12	4	63	6	11	1	3	100

It indicates that the maximum percentage (63%) of the teachers have the degree of diploma only which is not a good sign at all for quality education. And 11% teachers have Bachelor or equivalent degrees and 3% have Masters or equivalent degree. From table 1 and 2 it can be stated that the teachers have good professional experience but their educational qualifications are not at the satisfactory level at all. It implies that the provisions for higher education for the teachers of T.T.Cs. are not well-structured. Bureaucratic complexities, political influence, nepotism, etc. may cause these provisions stagnant.

The teachers were asked to give their opinions about their level of satisfaction on some factors related to their job. Table 3, shows the teachers' opinion about their level of satisfaction on some factors.

Table 3: Overall mean score for some factors on job satisfaction

Factors	Overall mean	Factors	Overall mean
Teaching as a profession	3.97	Salary	1.99
Administrative support	3.76	Working environment	3.78
In-service training	3.81	Teaching load	3.51
Transfer & administrative problems	3.08	Facilities provided by the government	2.73
Promotion	1.95	Social status	3.51

Based on five point rating scale with responses ranging from strongly agree (5) to strongly disagree (1), teachers showed moderate satisfaction with teaching as a profession, administrative support, in-service training, working environment, teaching load, motivation and honor and social status, where the mean scores of their opinion were between 3.50 to 4.49. They were undecided on the factors like transfer and administrative problems and facilities provided by the government. With the factors such as promotion and salary they exhibited very low satisfaction with a mean score of only 1.95 and 1.99 respectively. Also their opinion on teaching load implies marginally moderate satisfaction.

The teachers were asked to give their opinion on some statements based on which the overall means are calculated. The tabular representations of their responses are shown below.

Table 4: Opinion regarding teaching as a profession

Statement↓	Category →	SA	A	U	D	SD	WA
1. It was your aim to join teaching Profession.		55 39%	57 40%	20 14%	9 6%	1 1%	4.10
2. Your family members also like this profession.		45 32%	72 51%	15 10%	8 6%	2 1%	4.06
3. You have got proper honor after entering this profession.		35 25%	68 48%	15 10%	18 13%	6 4%	3.76

Table 4 shows that teaching profession is a favorite profession of the teachers and they considered it as an honorable profession. Also it is the aim of the teachers to join teaching profession and their family members also like the profession.

Table 5: Opinion regarding administrative support

Statement↓	Category →	SA	A	U	D	SD	WA
4. The authority takes attempt to punish the teachers for their irresponsible & illegal deeds.		36 25%	82 58%	15 10%	8 6%	1 1%	4.01
5. The authority is conscious cordially to solve the problems of the teachers.		24 17%	63 44%	20 14%	31 22%	4 3%	3.51

Table 5 indicates that the majority of the teachers of the T.T.Cs. are satisfied on the attitude of the respective institute administration and the authority takes attempts to punish the teachers for the irresponsible and illegal deeds and the authority is conscious to solve the problems of the teachers.

Table 6: Opinion regarding transfer and administrative problems

Statement↓	Category →	SA	A	U	D	SD	WA
6. You will get transferred to any other institution if you are given chance to that.		12 8%	48 34%	30 21%	35 25%	17 12%	3.02
7. Most of the time you face problems with administration.		20 14%	45 32%	22 15%	47 33%	8 6%	3.15

Table 6 implies that problems with administration are undecided as teachers don't have extreme problems with administration so they didn't show their strong will to get transferred from the institutions. The teachers are not sure whether they will get transferred or not if they are given chance for it. In fact, the teachers are undecided about administrative problems and transfer.

Table 7: Opinion regarding in-service training

Statement↓	Category →	SA	A	U	D	SD	WA
8. The authority does not arrange in-service professional training.		36 25%	72 51%	10 7%	20 14%	4 3%	3.81

Table 7 exhibits that the authorities of the T.T.Cs. do arrange in-service professional training to increase the teachers' professional skills in the moderate level of satisfaction.

Table 8: Opinion regarding promotion

Statement↓	Category →	SA	A	U	D	SD	WA
9. You are satisfied with the promotion criteria of the government.		3 2%	14 10%	10 7%	65 46%	50 35%	1.98
10. You have been promoted after you join this profession.		2 1%	17 12%	5 4%	61 43%	57 40%	1.92

It is found from the table 8 that most of the teachers are very much dissatisfied with promotion criteria of the government and they are not promoted after join this profession even they fulfilled the criteria.

Table 9: Opinion regarding salary

Statement↓	Category →	SA	A	U	D	SD	WA
11. You are happy with your current salary.		1 1%	16 11%	7 5%	75 53%	43 30%	1.99

It is found from the table 9 that majority of the teachers are not happy with their current salary because the earning of this profession is not enough to maintain the family, payments and increments are not enough compare with hardship, teachers are bound to do part time jobs since the salary is too less to live comfortably. However, if the salary is increased, they will not think of doing extra jobs.

Table 10: Opinion regarding working environment

Statement↓	Category →	SA	A	U	D	SD	WA
12. Working environment of the institute is suitable for teaching.		35 25%	79 56%	11 8%	15 10%	2 1%	3.91
13. Physical facilities and surroundings of the institute are satisfactory.		20 14%	82 58%	14 10%	22 15%	4 3%	3.65

Working environment has a positive relationship with a teacher's job satisfaction. It is observed from table 10 that most of the teachers are satisfied with working environment and its physical facilities.

Table 11: Opinion regarding teaching load

Statement↓	Category →	SA	A	U	D	SD	WA
14. The working load of the institute is too much.		28 20%	59 41%	13 9%	41 29%	1 1%	3.51

Table 11 indicates that teaching load is not a problematic issue if salary, promotion criteria are well set. The teachers are eager to do hardwork if they are paid for it.

Table 12: Opinion regarding facilities provided by the government

Statement↓	Category →	SA	A	U	D	SD	WA
17. You are very much satisfied with the facilities provided by the government.		7 5%	17 12%	10 7%	78 55%	30 21%	2.25
18. You are happy with the residential facilities within the campus.		16 11%	61 43%	13 9%	41 29%	11 8%	3.21

Majority of the teachers are not satisfied with the facilities provided by the government. However, they are somehow happy with the residential facilities of the institute.

Table 13: Opinion regarding social status

Statement↓	Category →	SA	A	U	D	SD	WA
19. As a teacher you and your family get more social dignity.		17 12%	77 54%	20 14%	23 16%	5 4%	3.55
20. You are given the same status in social functions as it is given to the staff of general school.		17 12%	66 46%	31 22%	23 16%	5 4%	3.47

It is found that the teachers get social respect and their family members also get such type of honor. In the social functions they are treated same like the staff of the general school.

RECOMMENDATIONS

The study reveals that the overall job satisfaction of the teachers of T.T.Cs. in Bangladesh is moderate and which may affect the quality of education. Therefore the study suggests number of points for improving the level of job satisfaction of the teachers. The recommendations are as follows:

- Information should be made available to the government and his associates so that attention can be given to eliminate specific problem areas causing dissatisfaction and to expand conditions leading to satisfaction.
- Salary structure should be reviewed time to time in such a manner that teachers' basic needs are fulfilled.
- The promotion system of the T.T.Cs. should be improved by promoting the teachers in time. This will motivate them towards the job.
- To improve the quality of education, teaching load should be managed in such a way that teachers can feel at ease and work smoothly along with other tasks of their life.
- The policy for higher education should be revised. The teachers should be given chance to improve their knowledge and skills through high level training and degrees.
- To motivate the teachers and to bring attitudinal change among the teachers 'Best Teacher' award should be introduced.
- Teachers should be given the opportunity to represent themselves in policy-making bodies especially in making higher decisions affecting their state.
- There should be mutual cooperation between general schools and T.T.Cs. in organizing social activities. It will cause motivation as well as some sort of honor for the teachers of the Technical Training Centers (T.T.Cs.).

CONCLUSION

From the findings of the study it can be concluded that level of overall job satisfaction among teachers of T.T.Cs. in Bangladesh is moderate. Most of the teachers and their family members like the teaching profession and is considered as an honorable profession. Teachers have certain basic needs and desires which must be fulfilled before they can be happy and satisfied in their jobs. Satisfaction of the teachers is influenced by a number of factors. They are satisfied on the attitude of the respective institution administration, working environment, residence facilities, social status and the authority is conscious to solve the problems of the teachers. The teachers are not happy with their current salary as the earning of this profession is not enough to maintain their family. That's why most of the teachers are bound to do extra jobs and they are agreeing to leave extra jobs if their salary is increased. Most of the teachers are not happy with the promotion criteria set by the government and

there are many teachers who haven't got promotion after joining this profession even after fulfilling the requirements. In order to supply skilled manpower abroad which is the main source of income for Bangladesh, there is no other alternative except giving priority to the Technical Training Centers (T.T.Cs.) all over the country responsible for producing low and middle level technicians. The overall job satisfaction of the teachers may play an important role in this direction.

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