

An adapted JCQ based cross-sectional study of Female Secondary School Teachers of Selected Schools in Dhaka, Bangladesh

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Abstract:

Introduction: A big part of female workforce in Bangladesh works as secondary school teachers in Bangladesh. Their job contentment in the job should be looked into in detail for sustainability. The study looked into the psychological demands, decision latitude, social support, physical demands, and job insecurity among female secondary school teachers. It also studied if demographic variables were correlated with perceived work stress.

Methods: A cross-sectional study was conducted in November 2018 through an adapted Job Content Questionnaire.

Results: Among 150 respondents, 54% was very clear about work directions, 35% received high support from co-workers, 32% received high support from supervisor, 15% faced general job insecurity, almost 62% had mother or mother-in-law's support and about 27% felt that their job is tolerable. Only 11% of the teachers thought that they were part of decision-making. The study showed that level of education, number of children and marital status did not directly affect job content.

Conclusion: Findings will help in developing materials for having more satisfied teachers in the job. Tailor-made mental wellbeing and counselling program can be developed along with future research.

Key Word: teacher, job content

Date of Submission: 26-09-2020

Date of Acceptance: 09-10-2020

I. INTRODUCTION

Bangladesh is a country with a fast developing economy. The female participation in Bangladesh comprises of 36.14 percent in workforce compared to global average of 51.81 percent.¹At present, there are 358,907 teachers against 12,197,554 students in 29,330 secondary level educational institutions – general, vocational and madrasas – across Bangladesh.² An article from 2012 stated that approximately 23% of the secondary teaching workforce is female in Bangladesh.³ A good amount of research work has been done on job satisfaction for understanding retention of workforce. Job satisfaction or contentment is related to type of work, colleagues, salary, condition of work, policies of the workplace and promotion at the workplace. The current project aims to look at the dearth of research into job contentment of the female secondary school teachers of Bangladesh. This is because the research aimed at acknowledging the contribution of this workforce in the society.

II. LITERATURE REVIEW

Traditionally, in Bangladesh the women are expected to stay at home and manage households, the reason for them not entering the workforce.

A study reported the most important factor that motivated the teachers to choose teaching was that they can have immediate job settlements or quick employment after their graduation.⁴

According to a study in UK, low job satisfaction has been crisis in teaching.⁵ This article reports on a study that examined job satisfaction among secondary school teachers in different types of secondary school. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in public government schools exhibited the lowest. This is true by observation in Bangladesh as well. No significant difference in satisfaction was found when the data were analyzed by age, gender and length of service in this study.

A study conducted in India stated that people get into the teaching profession because they want to work with young people. Very few individuals teach because of salary, benefits or prestige. However, while internal factors may motivate people to become teachers, external conditions can influence their job satisfaction and their desire to remain in teaching throughout their career.⁶

The external forces which was looked into the current study included co-worker emotional aspects including that of supervisors, hostility of co-workers and supervisors, general job insecurity, skill becoming obsolete, family support specifically of that of mother and mother-in-law and how tolerable the job is.

III. MATERIAL AND METHODS

A cross-sectional study with face to face interview was conducted in November 2018 through a questionnaire adapted from the Job Content Questionnaire (JCQ).⁷ A total 150 adult female teachers of aged ≥ 18 , years were respondents in this study.

Study Design: Cross-sectional study

Study Location: Four different schools in Dhaka, Bangladesh.

Study Duration: November 2018 to December 2018.

Sample size: 150 female school teachers.

Sample size calculation: The sample size was estimated on the basis of a single proportion design. The target population from which we randomly selected our sample was considered 82800. We assumed that the confidence interval of 10% and confidence level of 95%. The sample size actually obtained for this study was 156 with a 4% drop-out rate.

Subjects & selection method: The study population was drawn from random schools in Dhaka city, Bangladesh. from November 2018 to December 2018.

Inclusion criteria:

1. Female Secondary school teachers
2. Aged ≥ 18 years.
3. Both married and unmarried

Exclusion criteria:

1. Male secondary school teachers

Procedure methodology

After written informed consent was obtained, the data collection was done with the modified questionnaire from JCQ. The components were age, education, marital status, number of children and family. The components of job content- decision making, psychological demands and mental workload, social support, job insecurity, family support and work schedule was measured on a scale of 1-5, with 5 being the highest and 1 being the lowest. There was intention to match demography with job content via this novel study.

Statistical analysis

Data was analyzed using SPSS version 24 (SPSS Inc., Chicago, IL). Descriptive analysis of demographic variables was conducted and the data was presented as a percentage. The reliability was ensured by Cronbach Alpha which was more than 0.6 for each component.⁸

IV. RESULT

Table 1 provides the descriptive statistics of the respondents' profile.

Table 1: Background of the Study

	Frequency	Percentage
AGE		
21 – 30	40	26.67
31 – 40	46	30.67
41 – 50	36	24.00
51 – 60	20	13.33
Over 60	8	5.33
TOTAL	150	
MARITAL STATUS		
Married	120	80.00
Unmarried	30	20.00
TOTAL	150	
EDUCATIONAL STATUS		
O/A Level	6	4.00
Bachelors	32	21.33
Masters	112	74.67
TOTAL	150	

CHILDREN		
YES	94	62.67
NO	56	37.33
TOTAL	150	

The majority of respondents were in the age range of 31-40 years, which is in the middle of the WHO defined working age population (15-64) years. The females work well into old age in this profession. It is evident from observation that there are only about 5% secondary school female teachers over 60 years of age. The majority of the respondents were married. Most of the respondents had a postgraduate degree which is very much required for best education in a secondary school.

Table 2: Summary Statistics for Teacher's Jobs

	Percentage of Respondents at levels of data				
	Most (5)	Next to Most (4)	Moderate (3)	Less (2)	Least (1)
Skill utilization	10.81	28.38	33.78	14.86	12.16
Everything depends on authority	33.78	39.19	14.86	6.76	5.41
Feel part of work decision	11.00	16.03	31.08	18.92	22.97
Concentrate enough	29.73	39.19	18.92	10.81	1.35
Clear about work direction	54.05	31.08	10.81	1.35	2.70
Socio-emotional (coworker)	35.14	36.49	16.22	8.11	4.05
Socio-emotional (Supervisor)	32.43	35.14	16.22	6.76	9.46
Hostility (coworker)	12.16	22.97	17.57	12.16	35.14
Hostility (supervisor)	10.81	17.57	10.81	22.97	37.84
General Job Insecurity	15.00	14.73	33.78	14.86	21.62
Skill Obsolete (redundant)	6.25	8.62	37.84	24.32	22.97
Mother or mother-in-laws support	62.00	17.73	5.41	2.70	12.16
Other caretaker's support	25.68	17.57	29.73	6.76	20.27
How tolerable	27.00	37.86	22.97	5.41	6.76

Table 2 shows that 54% was very clear about work directions, 35% received high support from co-workers, 32% received high support from supervisor, 15% faced general job insecurity, 6.25% felt that their skill is obsolete, almost 62% had mother or mother-in-law's support and about 27% felt that their job is tolerable. Only 11% of the teachers thought that they were part of decision-making.

Regression analysis showed that level of education, number of children and marital status did not directly affect job content. Teachers with higher participation in decision making showed higher job content. Lower support from colleagues showed lower job content.

<i>Regression Analysis against Job Content</i>					
	Age	Education	Marital Status	No. of children	No. of Family Members
Multiple R	0.0525	0.0398	0.0936	0.0777	0.1294
R Square	0.0028	0.0016	0.0088	0.0060	0.0168
Adjusted R Square	-0.0113	-0.0125	-0.0052	-0.0080	0.0029

V. DISCUSSION

Contentment is very important for the employee of any organization. Unless an employee is satisfied they will be demotivated to their responsibilities honestly and efficiently. Job satisfaction is related with specific factors, for example, individual personal attributes, likes and dislikes, salary, workplace conditions, recognition of their performance and skill, opportunities and so on. These factors are also important for female secondary teachers' satisfaction in similar manner. Keeping this in mind, the current study intended to assess job

satisfaction of female secondary school teachers in Bangladesh. The salient findings derived from the study depicts that most of the teachers are generally satisfied with their job and the range of satisfaction level is from moderately satisfied to satisfy. Factors like higher decision making participation, cooperation from colleagues and supervisors, family support, job security are robust factors related to job content of the female teacher. A teacher can teach effectively if they are content, which benefits students and enhances the school' overall performance. Moreover, job satisfaction can make a female teacher more responsible and motivated to perform their duties more sincerely. These findings of the study are important for concerned authorities of education sector i.e. school SMC (Schools Management Committee), policy makers and education ministry because this information can help them to take appropriate measures improving teachers' job satisfaction by good working conditions, remuneration, workload, perquisites, promotion policy, transport facility and residence opportunity in the school compound etc

VI. CONCLUSION

It can be said that this study identified some aspects of teachers' job satisfaction. Further study, therefore, is recommended to identify other aspects of job satisfaction that might be useful for providing important guidelines for education policy and further research on job satisfaction.

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Tasdidaa Shamsi. "An adapted JCQ based cross-sectional study of Female Secondary School Teachers of Selected Schools in Dhaka, Bangladesh." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(10), 2020, pp. 48-51.