

Job Satisfaction of Medical Teachers in Bangladesh : Who Are More Satisfied?

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Abstract

Introduction: Job satisfaction is a complex function of a number of variables related to the teachers demographic characters, the work itself, pay, work responsibilities, variety of tasks, promotional opportunities, and relation with co-workers etc. A person may be satisfied with one or more aspects of his/her job but at the same time may be unhappy with other things related to the job. Teachers job satisfaction is associated with teachers effectiveness which ultimately affects students achievements. Job satisfaction has been variously linked with increased performance and negatively with absenteeism and turn over.

Methodology: It was a cross sectional type of descriptive study, conducted in 10 medical colleges, of these 5 were non government and 5 were public medical colleges for one year (July 2011 to June 2012) with the aim to determine the medical teachers who were more satisfied with their job. Total respondents were 218 teachers selected by convenience sampling, working in preclinical, para clinical and clinical departments of those medical colleges. Pretested, self-administered, structured, anonymous, using English, questionnaires with Likert scale was used for data collection. Comparison of satisfaction level between male and female teachers, teachers working in nongovernment and government medical colleges, in central and peripheral medical colleges, senior and junior teachers were done by applying unpaired t test. The level of significance was considered as < 0.05 and confidence interval was 95%. 41% teachers were female, 87% were married and 81% had post graduate degrees.

Results : Mean age of the respondents were 42 years and they passed 3 years after last promotion. Regarding theme 1-7 there were no significant difference in satisfaction in male and female teachers but in theme 8 (central administration), p value of two tailed unpaired t test was .009. It means that female teachers were less satisfied than their male counterpart regarding central administration. Among the 8 themes, central level teachers were more satisfied ($p < .009$) in relation with others. Teachers working in peripheral medical colleges were significantly ($p < .001$) more satisfied with facilities other than the salary. There were significant satisfaction among the teachers of private medical colleges in all the themes except clinical teachers satisfaction. Junior teachers were significantly less satisfied than their seniors in all aspects of their job.

Conclusions : Teachers working in non government sectors were more satisfied than the teachers of government sectors in most of the cases. Male teachers are a bit more satisfied than their female counterpart. Satisfaction level is higher among senior teachers. Job satisfaction of clinical and non clinical teachers were similar except regarding facilities enjoyed other than the salary. Teachers were satisfied with their teaching related items but they were dissatisfied with administration.

Key Words:

Introduction

Medical profession has witnessed tremendous change in the last four decades. With the advent of other attractive careers there is a decline in interest in medical career. Main reasons for the change were general dissatisfaction, lifestyle incompatibility, training and practice, teaching and other problems in medical career¹. This low job satisfaction may be due to increasing stagnation, undesired political and administrative interference, litigation, poor working

conditions in teaching hospitals and poor salary. As compared to public set up private set up offers better working conditions with better pay. Doctors level of job satisfaction and changes in satisfaction varies greatly among regions and according to organizational models of health care².

Job satisfaction is a complex function of a number of variables related to the teachers demographic characters, the work itself, pay, work responsibilities, variety of tasks, promotional opportunities, and relation with co-workers etc.

A person may be satisfied with one or more aspects of his/her job but at the same time may be unhappy with other things related to the job³. Job stress is a recognized problem in health care professionals including medical teachers which leads to higher degrees psychological morbidity⁴. For medical teachers intrinsic satisfaction can come from class room activities, daily interaction with students, students learning from their teaching. Professional autonomy enhances the attractiveness of teaching profession and

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improves the class room performance. Intrinsic factors plays role for motivating peoples for teaching profession. Most of the teachers enjoys teaching and wants to work with the young peoples. Very few teachers enter in to teaching for external rewards like- salary, prestige or benefits. However internal factors motivate peoples to become teacher but external factors influences their satisfaction⁵. A high quality teaching staff is the corner stone of a successful educational system. Daily interaction between teachers and students is at the centre of the educational process. For developing and retaining high quality faculty most important factor is job satisfaction. It is not only the job satisfaction but with career in general that is important. Teachers job satisfaction is associated with teachers effectiveness which ultimately affects students achievements . Job satisfaction has been variously linked with increased performance and negatively with absenteeism and turn over .In teaching institute this may be translated into his academic out put , may influence the morale and attitudes⁶ .

The quality education is a positively directed action, for which teachers are to be endeavor with satisfaction towards a job and the need of possessing the quality. This is the right time to focus the significance of teacher job satisfaction⁷ in relation to medical teachers.

Methodology

It was a cross sectional type of descriptive study , conducted in 10 medical colleges , of these 5 were non government and 5 were public medical colleges for one year (July 2011 to June 2012). Total respondents were 218 teachers selected by convenience sampling ,working in preclinical, para clinical and clinical departments of those medical colleges .

Pretested, self-administered , structured, anonymous, using English, questionnaires with Likert scale was used for data collection. This approach produced an initial pool of 47 items. Among these items, 8 items were the variables measuring the general characters. Other 39 items were included in structured questionnaires. Each of the 39 items had 5- point Likert response categories from highly satisfied = 5 to highly dissatisfied = 1 score. In Likert scale score 3 is for undecided. Score more than 3 was perceived as satisfied and less than 3 was perceived as dissatisfied.

All the collected data has been checked manually. Data editing, entry, processing and analysis has been done by using 15 version of SPSS. For clear understanding of the result, the information were grouped into **three** facets- A,B and C. Related items were grouped in to **themes** and related themes were grouped under individual facet.

Facet- **A**. Socio-demographic characters of the respondents, which contains 8 characteristics including - age, gender,

designation and various other items measuring general affect . Facet - **B**. Job satisfaction related to teaching was again subdivided into **5 themes**, which includes 24 items . The themes were related to relation with others, teaching related responsibilities, teaching environment, work related satisfaction, and facilities enjoyed other than salary. Facet- **C**. Job satisfaction related to administration, which was subdivided into **3 themes** - which has total 15 items , related to local and central administrations and clinical teacher's satisfaction.

Comparison of satisfaction level between male and female teachers, teachers working in nongovernment and government medical colleges, in central and peripheral medical colleges, senior and junior teachers were done by applying unpaired t test. The level of significance was considered as <0.05 and confidence interval was 95%.

There was no ethical problem because all the information has been collected anonymously with prior permission of the authority and the participants has given their opinion voluntarily. Researcher maintained confidentiality in all cases.

Results

Table 1: Distribution of the respondents by their demographic characteristics and service related information (n=218)

Characters	No. (%)
Male	128 (59%)
Female	90 (41%)
Married	190 (87%)
Unmarried	28 (13%)
Post graduate	176 (81%)
Graduate	37 (17%)
Age (mean age)	42.37 years
Mean length of service(years)	13.18 years
Mean period passed after last promotion (years)	3.08 years

Table 1: showing that, 41% teachers were female , 87% were married and 81 % had post graduate degrees. Mean age of the respondents were 42 years and they passed 3 years after last promotion.

Table 2 : Comparison of job satisfaction between male and female teachers according to themes.

Theme	Gender	N	Mean	t	P value
Relation with others	Male	122	16.3115	1.183	.238
	Female	80	15.8750		
Teaching responsibilities	Male	107	20.9907	.156	.876
	Female	71	21.1408		
Teaching environment	Male	124	13.4597	1.003	.317
	Female	82	13.0244		
Satisfaction with current work	Male	120	11.9750	.373	.710
	Female	81	11.7901		
Facilities enjoyed	Male	91	13.1758	1.609	.110
	Female	56	11.6964		
Local administration	Male	119	14.2521	1.477	.141
	Female	73	13.3151		
Central administration	Male	100	18.7900	2.662	.009
	Female	70	16.7000		
Clinical teachers satisfaction	Male	77	14.4156	.808	.420
	Female	54	14.0185		

Regarding theme 1-7 there were no significant difference in satisfaction in male and female teachers but in theme 8 (central administration), p value of two tailed unpaired t test was .009. It means that female teachers were less satisfied than their male counter part regarding central administration otherwise they were equally satisfied.

Table 3 : Comparison of level of job satisfaction based on location of Institute

Theme	Gender	N	Mean	t	P value
Relation with others	central	1	16.6986	2.630	.009
	peripheral	129	15.8217		
Teaching responsibilities	central	66	21.4697	.684	.495
	peripheral	112	20.8036		
Teaching environment	central	76	13.3026	.058	.954
	peripheral	130	13.2769		
Satisfaction with current work	central	72	11.9167	.050	.960
	peripheral	129	11.8915		
Facilities enjoyed	central	41	10.4878	-3.354	.001
	peripheral	106	13.4340		
Local administration	central	74	13.7027	-.494	.622
	peripheral	118	14.0169		
Central administration	central	68	18.2500	.695	.488
	peripheral	102	17.7157		
Clinical teachers satisfaction	central	50	14.6600	1.332	.185
	peripheral	81	14.0000		

Among the 8 themes, central level teachers were more satisfied ($p < .009$) in relation with others. Teachers working in peripheral medical colleges were significantly ($p < .001$) more satisfied with facilities other than the salary.

Table 4: Comparison of level of job satisfaction of teachers according to the type of medical colleges

Theme	Type of teacher	N	Mean	t	Pvalue
Relation with others	Government	121	15.4215	-5.153	.000
	Non Govt.	81	17.2099		
Teaching responsibilities	Government	102	18.5784	-7.000	.000
	Non Govt.	76	24.3684		
Teaching environment	Government	123	12.4634	-5.083	.000
	Non Govt.	83	14.5060		
Satisfaction with current work	Government	121	10.9339	-5.423	.000
	Non Govt.	80	13.3625		
Facilities enjoyed	Government	92	10.1729	-8.602	.000
	Non Govt.	55	16.6909		
Local administration	Government	113	12.2655	-7.079	.000
	Non Govt.	79	16.2278		
Central administration	Government	119	17.4370	-1.710	.091
	Non Govt.	51	19.0784		
Clinical teachers satisfaction	Government	88	14.2386	-.078	.938
	Non Govt.	43	14.2791		

There were significant satisfaction among the teachers of private medical colleges in all the themes except clinical teachers satisfaction. Clinical teachers were equally satisfied in both setting regarding availability of the patients for teaching.

Table 5: Comparison of job satisfaction between junior and senior teachers

Theme	Type of teacher	N	Mean	t	P value
Relation with others	Junior	66	16.2424	.400	.690
	Senior	136	16.0882		
Teaching responsibilities	Junior	56	19.8393	-1.756	.081
	Senior	122	21.6066		
Teaching environment	Junior	67	13.3453	-.399	.690
	Senior	139	10.9385		
Satisfaction with current work	Junior	65	12.3603	-2.786	.006
	Senior	136	10.9000		
Facilities enjoyed	Junior	40	13.2523	-2.368	.019
	Senior	107	12.6000		
Local administration	Junior	62	14.4923	-2.848	.005
	Senior	130	16.7500		
Central administration	Junior	60	16.4370	-2.448	.016
	Senior	110	18.5727		
Clinical teachers satisfaction	Junior	30	14.7426	-3.931	.000
	Senior	101	12.6452		

Junior teachers were significantly less satisfied than their seniors in all aspects of their job.

Table 6: Comparison of job satisfaction between clinical and non clinical teachers

Theme	Type of teacher	N	Mean	t	P value
Relation with others	clinical teacher	139	16.0504	-.827	.409
	nonclinical teacher	63	16.3333		
Teaching responsibilities	clinical teacher	121		-.142	.887
	nonclinical teacher	57	21.1404		
Teaching environment	clinical teacher	144	13.3681	.585	.559
	nonclinical teacher	62	13.0062		
Satisfaction with current work	clinical teacher	140	11.7714	-.828	.410
	nonclinical teacher	61	12.1967		
Facilities enjoyed	clinical teacher	104	13.4038	2.806	.005
	nonclinical teacher	43	10.6977		
Local administration	clinical teacher	134	13.9627	.328	.743
	nonclinical teacher	58	13.7414		
Central administration	clinical teacher	116	18.4483	1.949	.052
	nonclinical teacher	54	16.8148		

There was no significant differences in themes except the facilities enjoyed other than salary . Regarding this theme clinical teachers were more satisfied than the non clinical teachers.

Discussion

‘Any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say : I am happy with my job ‘is job satisfaction defined by Holger et al(2007)8. Mean age of the teachers in this study was 42 years which is the active work force like the study done in Nigeria by Charles et al(2010)9 which was 42.8 years and 30-39 years study done on Kuwait by Ibrahim ,Manal and Huda 10. In a study in Kuwait revealed that, significantly higher the age and number of years working, the higher the job satisfaction. No significant difference in satisfaction for gender, specialty and marital status. “In our culture, males are in majority among any working group, interaction and relationship .Males have more autonomy and freedom than their female counter part, so more job satisfaction” is the situation in Pakistan (Khuwaja et al 2002). In present study level of satisfaction was more or less similar among male and female teachers except regarding central administration. Female teachers were equally satisfied with their overall careers and interpersonal relationship but 60% more likely than the men to report burn out 11 .Study done by Fiona et al (2007)12 also showed that female associate specialist in Scotland were less satisfied with all aspect of their job. Janus et al (2008)13 showed in a study that, general life satisfaction and age but not gender were positively associated with job satisfaction among doctors in Norway and Germany.

In the present study teachers working in private sectors

were more satisfied than the public sectors . Study done by Geeta Kumari (2011) 14 showed that , public sector is not clear about their endeavors, objective are confusing and indefinite in comparison to private sectors. Departments of private sectors work together so does not create any rift between the different departments. So doctors working in private sectors are more satisfied with their job.

According to study done by Donald et al (2002)15 younger physicians were least satisfied and similarly in this study lecturer and demonstrators were least satisfied. Study by Abigail Zuger (2004)16 showed that , levels of satisfaction varies with geographic location. In present study p value was significant for satisfaction among teachers working in peripheral medical colleges in ‘facilities enjoyed other than salary’ and ‘inter personal relationship’.

Conclusion

Teachers working in nongovernment sectors were more satisfied than the teachers of government sectors in most of the cases. Male teachers are a bit more satisfied than their female counterpart .Satisfaction level is higher among senior teachers. Junior teachers were less satisfied with their jobs . Job satisfaction of clinical and nonclinical teachers were similar except regarding facilities enjoyed other than the salary. In this aspect clinical teachers were more satisfied. Teachers were satisfied with their teaching related items but they were dissatisfied with administration.

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