Research Article

Job Satisfaction of Nurse Teachers at Public Nursing Colleges in Bangladesh

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Abstract

Background: Nurse Teachers Job satisfaction is an important factor in nursing education system. Nurse teachers who had job satisfaction are able to provide effective teaching to the students. Objective: The aim of this study was to assess the level of job satisfaction among nurse teachers at public nursing colleges in Bangladesh.

Methods: The descriptive correlational design was used to collect the data from 112 nurse teachers with structured self-report questionnaire. Convenient sampling technique was employed to select the participants. A 31-item previously validated teacher's job satisfaction related questionnaire was used to measure the nurse teacher's job satisfaction. Data were analyzed using descriptive and inferential statistics.

Result: The result showed that the overall mean score of job satisfaction was 3.37 (SD=.415) out of 5 points scale indicating moderate level of satisfaction. The result also found that there was statistically significant relationship between professional education of nurse teachers and job satisfaction (f=2.94, p=0.057). However, other variables were nonsignificant towards job satisfaction.

Conclusion: This study shows that the Bangladeshi nurse teachers have moderate level of job satisfaction. Higher educated teachers were less satisfied due to not getting promotion in time than those of Baccalaureate and Masters level educator. Timely promotion into higher position of nurse teachers can increase their job satisfaction.

Keywords: Nurse teacher; Job satisfaction; Nursing College

Introduction

Teacher's satisfaction toward teaching in nursing is a critical issue throughout the world. Job satisfaction implies the contentment of an employee's expectations for the work he or she perform. It is an important indicator for improving job performance and overall quality of work [1]. The result of job satisfaction will have an impact not only at the individual level but also in the institutional, societal, and national level. A person's job satisfaction influenced by his or her pay benefits and promotions, working condition, leadership and social relationship, diversities of tasks involved, and opportunities and challenges [2]. Nurse teacher plays a significant role in nursing education to produce competent nurse who provide direct quality patient care. They perform multiple tasks that range from teaching nursing students, undertaking research activities [3].

Job satisfaction is a worker's sense of achievement and success, with is directly linked with productivity and personal wellbeing, it further implies interest and happiness, which

leads to recognition, income, promotion, achievement and feelings of the fulfillment of goals [4]. Nurse teacher are satisfied with their job, when they are more romantic about their work, delivering a higher quality education. Higher job satisfaction would result in lower faculty attrition, increased reputation of the institution, and higher recruitment of most qualified students. Nurse teacher who does not find satisfaction in the role of educator may choose to leave their position [5].

There were many studies conduct to assess job satisfaction of nurse teacher. Thies and Serratt (2018) a nationwide survey was conducted in USA and found that there are six factors influence the job satisfaction or dissatisfaction of nurse teacher. Factors of greatest satisfaction were interactions, professional status, and autonomy. Factors of dissatisfaction were salary, organizational policies, and workload [6]. Same findings were found in a meta-analysis [7]. In Malaysia (2012) Tang & Ghani found that 32.27% nurse teacher are highly satisfied, 35% nurse teacher is moderately satisfied and 32.73% nurse teach-

er's satisfaction level is low. Three highest priority factors that determine their job satisfaction were salary, benefit entitlement and working conditions [8]. Puglisi (2010) conduct a study in UK found overall nurse teacher were highly satisfied as nurse educators with 78.4% rating overall satisfaction of 8 or higher on a 0 - 10 scale. The top three satisfiers were opportunity to work independently, sense of accomplishment from work, and the variety of activities. The highest level of dissatisfaction was rate of pay for position (60.8%), amount of work required (31.1%), and degree of technical support available (29.8%) [9]. Job satisfaction is a prime global concern and an important aspect of any job, yet it has been rarely discussed and explored, especially in developing countries. In Bangladesh most of nurse teachers are dissatisfied on their job because they are not hold promoted post, they work as an acting teacher. Although limited studies have explored few components of job satisfaction, there is insufficiency of information on the overall job satisfaction of nurse teacher at local and the national level. It is imperative to understand their needs and expectations and address them. In Bangladesh very few studies conduct to assess nurses' job satisfaction. But there is no study is conducted to assess the level of nurse teacher's job satisfaction. This study aims to assess the level of job satisfaction among the nursing faculties working in seven different nursing colleges in Bangladesh.

Methods

A descriptive correlational study was undertaken among the nurse teachers' job satisfection at public Nursing Colleges, these are Dhaka nursing college, Sher-e-Bangla nursing college, College of nursing Mohakhali, Zohora Tazuddin nursing college Gazipur, Mankganj nursing college, Bogura nursing college and Chittagong nursing college in Bangladesh.

Participants and sampling

A descriptive study was used to assess the level of job satisfaction among nurse teachers at public nursing colleges in Bangladesh. The approval was obtained from the Institutional Review board (IRB) of NIANER and from the principal of selected Nursing colleges in Bangladesh. Data were collected from December 2019 to February 2020. The convenient sampling technique was used to get sample for this current study.

The participants were explained about the study objectives and data collection processes, and benefit of the study and invited them to participate in this study. Participants also informed that they have right to withdrawn from this study at any time and strict confidentiality will be maintained at all times that no name will be collected and that questionnaire will be identified by ID numbers. Total sample was 112 participants were recruited who are agreed to participate voluntarily.

The instrument was used to collect data comprised of two parts: part 1: Socio-Demographic Data Questionnaire and Part 2: Teachers Job Satisfaction Scale Questionnaire. Socio-Demographic Data Questionnaire was developed by the researcher. It consists of age, gender, religion, educational status, service experience, monthly income, marital status, and current working experience, length of service, faculty training etc.

Teacher Job Satisfaction Scale Questionnaire was developed by Nanjundeswaraswamy (2019) that was used to assess the level of job satisfaction. The instrument consists of 18 fac-

tors and the extracted item was 64. But researcher modified the questionnaire according to the advice of the experts and used 31item out of 64with eight dimensions. The Dimensions including 1) Promotion, 2) Recognition and reward, 3) Communication, 4) Working condition, 5) Training and Development, 6) Career Development Opportunity, 7) Team work, 8) Job Security. Each item was rated by using 5-point Likert scale from 1= strongly disagree to 5= strongly agree. The internal consistency and reliability of the questionnaire is previously validated and yielded [10]. The content validity of the instruments was judged by three experts. The researcher modified the instruments based on the experts' recommendations. The Cronbach's alpha measured above 0.80 which is acceptable for use in this study.

Results

Demographic Characteristics

The participant's age ranged from 34 to 58 years with mean of 47.55 and (SD=5.38). Most of the participant's 90 (80.4%) were female and very few 22(19.6%) were male. About two third of the subjects had Muslim 71(63.4%) were Hindus 36 (32.1%) and others 5 (4.5%).

Most of the participants were married 102 (91.1%) and only 8 (6.3%) were unmarried.

And most of the participant's had held Master's degree 103 (92%) whereas 5(4.5%) had held PhD in nursing and 4(3.6%) Bachelor of Nursing. More than half 66 (58.9%) participants had received faculty training. The overall mean lengths of service of the participants were 23.04 (±7.781) years in which experience as a teacher mean were 5.34 (SD±4.410).

Table 1: Demographic Characteristics of the subjects (N=112).

Variables	n	%	Mean (SD)
Age (Min-Max 34-58)			47.55±5.389
Gender			
Male	22	19.6	
Female	90	80.4	
Religion			
Muslim	71	63.4	
Hindu & Others	41	36.6	
Designation			
Asst. Professor	2	1.8	
Lecturer	51	45.5	
Instructor	59	52.7	
Monthly family income			53437±18603.875
Marital status			
Married	102	91.1	
Unmarried & Widow	10	8.9	
Professional Education			
BSc in Nursing	4	3.5	
MSc/MPH	103	92	
PhD	5	4.5	
Faculty Training			
Yes	66	58.9	
No	46	41.1	
Length of service (Year)			23.04 ±7.781
Experience as a teacher (Year)			5.34 ±4.410

The nurse teachers job satisfaction by dimension

The nurse teacher in this study overall job satisfaction at a moderate level, with the mean of 3.37and the standard deviation (±.4157). This result also indicated that nurse teachers were high level of satisfaction in the dimension of job security (M=3.79, SD=.973) whereas satisfaction level was very low in the dimension of career development opportunity (M=2.85, SD=.929).

Table 2.1: Nurse Teachers job satisfaction according to dimensions (N=112).

Variables	Mini- maxi	(M±SD)
Promotion	1.0 - 5.0	2.99 (.969)
Recognition and reward	1.40-4.60	2.94(.613)
Communication	1.25-5.25	3.43(.786)
Working condition	1.0-4.40	3.02(.504
Training and Development	1.0-5.0	3.77(.718)
Career Development Opportunity	1.0-5.0	2.85(.929)
Team work	1.0-5.0	3.77(.718)
Job Security	1.0-5.0	3.79(.973)
Total job satisfection		3.37(.415)

Table 2.2 results show distribution of job satisfaction among nurse teachers by items using frequency, percentage, mean, and standard deviation. Job satisfaction of nurse teachers was measured using 31 items, the questionnaire with 5 points Likert scale. The result revealed that the overall mean score of nurse teachers job satisfaction 3.37(SD±.415) and dimensionally, the mean of score job promotion related satisfaction was (M= 2.99, SD±.969), Recognition and reward related satisfaction was (M=2.94, SD±.613), Communication with others was (M =3.43, SD±.786). Working environment related satisfaction was (M=3.02, SD±.504), Training and Development related satisfaction was (M=3.77, SD±.718), Career Development Opportunity was (M =2.85, SD±.913) Teamwork was (M=3.77, SD±.718) Job Security related satisfaction was (M =3.97, SD±.973). According to item analysis majority of the participants 67 (59.8%) were satisfied towards communication in the organization. More than half participants 61(54.5%) agree against the statement good teamwork and cooperation in the organization. There are few participants 13(11.6%) completely satisfied with the statement of promotion policy.

Table 3 showed that there was no significance statistical relationship between socio-demography and job satisfaction of subjects. However table illustrate that there is a few positive

Table 2.2: Distribution of Job Satisfaction item analysis (N=112).

S. No	Items	Strongly Disagree n (%)	Disagree n (%)	Undecided n (%)	Agree n (%)	Strongly Agree n (%)	M (±SD)
	Promotion						2.99(.969)
1	Organizations follow a fair promotion policy	15(13.4)	30(26.8)	18(16.1)	36(32.1)	13(11.6)	3.02(±1.266)
2	Performance is one of the important factors for promotion	9 (8.0)	35(31.3)	18(16.1)	41(36.6)	9(8.0)	3.05(±1.153)
3	Satisfied with my chances for promotion.	20(17.9)	32(28.6)	12(10.7)	35(31.3)	13(11.6)	2.90(1.335)
	Recognition and reward						2.94(.613)
4	Receive the recognition from organization for good job.	8(7.1)	30(26.8)	26(23.2)	36(32.1)	12(10.7)	3.13(1.140)
5	I do not feel that the work I do is appreciated.	10(8.9)	43(38.4)	16(14.3)	32(28.6)	11(9.8)	2.92(1.194)
6	I don't feel my efforts are rewarded the way they should be	6(5.4)	43(38.4)	21(18.8)	38(33.9)	4(3.6)	2.92 (1.041)
7	In our organization, there is a mechanism to reward good work done by employees	14 (12.5)	44(39.3)	22(19.6)	26(23.2)	6(5.4)	2.70(1.122)
8	Recognition and reward system practiced in our organization is fair and justified.	13(11.6)	24(21.4)	30(26.8)	38(33.9)	6(5.4)	3.04 (1.211)
	Communication						3.43(.786)
9	Communication seems good within the organization.	9(8.0)	5(4.5)	14(12.5)	67(59.8)	16(14.3)	3.73 (1.155)
10	Work assignments are not fully explained.	10(8.9)	32(28.6)	10(8.9)	45(40.2)	15(13.4)	3.21(1.246)
11	The goals of the organization are not clear	3(2.7)	23(20.5)	16(14.3)	45(40.2)	25(22.3)	3.59 (1.127)
12	I often feel that I do not know what is going on within the organization	7(6.3)	32(28.6)	21(18.8)	33(29.5)	19(17.0)	3.22 (1.213)
	Working condition						3.02(.504)

S. No	Items	Strongly Disagree n (%)	Disagree n (%)	Undecided n (%)	Agree n (%)	Strongly Agree n (%)	M (±SD)
	Promotion						2.99(.969)
13	I have too much to do at work	25(22.3)	62(55.4)	12(10.7)	8(7.1)	5(4.5)	2.16(1.000)
14	Many of company rules and procedures make doing a good job difficult.	7(6.3)	27(24.1)	17(15.2)	46(41.1)	15(13.4)	3.31 (1.0163)
15	I am satisfied with the working conditions.	5(4.5)	21(18.8)	12(10.7)	52(46.4)	22(19.6)	3.58(1.136)
16	The organization provides all the safety wearables and equipment	8(7.1)	51(45.5)	23(20.5)	25(22.3)	5(4.5)	2.71 (1.035)
17	Organization follows all statutory norms with respect to working hours and break time.	6(5.4)	24(21.4)	22(19.6)	45(40.2)	15(13.4)	3.35(1.121)
	Training and Development						3.77(.718)
18	The training and development programs have increased my confidence.	4(3.6)	6(5.4)	21(18.8)	38(33.9)	43(38.4)	3.98(1.057)
19	My organization arranges a sufficient number of training programs	10(8.9)	44(39.3)	16(14.3)	29(25.9)	13(11.3)	2.92 (1.217)
20	The training and development programs have increased my morale.	3(2.7)	3(2.7)	21(18.8)	53(47.3)	32(28.6)	3.96 (0.910)
21	The training and development programs have helped me in attaining better technical ability.	3(2.7)	6(5.4)	5(4.5)	48(42.9)	50(44.6)	4.21 (.953)
22	Training and development programs have helped me in adapting to change easily.	2(1.8)	8(7.1)	16(14.3)	53(47.3)	33(29.5)	3.96 (0.943)
23	The training and development programs have increased my job satisfaction.	4(3.6)	3(2.7)	7(6.3)	52(46.4)	46(41.1)	4.19 (935)
	Career Development Opportunity						2.85(.929)
24	Our organization provides ample opportunities for professional advancement for employees.	3(2.7)	60(53.6)	18(16.1)	23(20.5)	8(7.1)	2.76 (1.042)
25	I am satisfied with the career opportunities available in our organization.	10(8.9)	38(33.9)	23(20.5)	30(26.8)	11(9.8	2.95 (1.169)
	Team work						3.77(.718)
26	There are a good teamwork and cooperation in my organization	3(2.7)	11(9.8)	27(24.1)	61(54.5)	10(8.9)	3.57 (0.887)
27	Sufficient encouragement is provided by the teammates at work.	4(3.6)	14(12.5)	22(19.6)	58(51.8)	14(12.5)	3.57 (0.984)
28	I have a clear understanding of the goals and objectives of my organization.	3(2.7)	5(4.5)	11(9.8)	62(55.4)	31(27.7)	4.01 (0.895)
29	My job/responsibility is clearly described.	3(2.7)	12(10.7)	9(8.0)	51(45.5)	37(33.0)	3.96 (1.043)
	Job Security						3.97(.973)
30	I feel quite secure about my job.	2(1.8)	14(12.5)	22(19.6)	44(40.2)	29(25.9)	4.12(3.940)
31	I feel I am secured in this organization	3(2.7)	10(8.9)	23(20.5)	42(37.5)	34(30.4)	3.84 (1.045)

Table 3: Relationship between personal characteristics and nurse teacher job satisfaction (n =112).

Variables	Categories	Mean (SD)	t/F/r	P value
Age			.038	.692
Gender	Male	3.410	.482	.631
	Female	3.362		
Religion	Islam	4.417(.382)	1.515	.133
	Others	3.294		
Designation	Asst. Professor and Lecturer	3.354	-.430	.668
	Nursing Instructor	3.388		
Income		53437(18603.875) Tk	-.036	.703
Marital Status				
	Married	3.383	.297	.767
	Unmarried and widow	3.340		
Professional education				
	BSc and Masters	3.39	2.342	.021
	PhD	2.95		
Any faculty training	Yes	3.374	.069	.945
	No	3.368		
Length of service			.027	.777
Experience as a teacher			.445	.073

correlation between age and job satisfaction of respondent (r = .03: p = .69), professional education (F=2.947,p=.057) and income has negative relationship with job satisfaction. According to gender, religion, and designation; male (t = .48, p = .63), Muslim (t = 1.51, p = .13), Nursing Instructor (-.43, p = 66), and unmarried and widow (t = .29, p = .76) are more satisfied.

Discussion

In this study was showed that there was no significance statistical relationship between socio-demography and nurse teacher job satisfaction of subjects. This finding consistent with other findings Gui, Barriball & While (2009) conducted a study "Job satisfaction of nurse teacher: A literature review" found no significance in job satisfaction and the selected demographic variables [11].

The present study was found that the participant's age was ranged from 34 to 58 years with mean of (47.55±5.38). This finding was nearly similar with other study conducted by in Iran [12]. Couple of study conducted in Bangladesh showed that participant's age was ranged from 25-58 years (34.61±7.79), and 35 to 45 (m = 41, SD, 5.12) respectively, which had a consistency with this study findings [13,14]. In this study was showed that there was no statistical significance relationship between socio-demographic and nurse teachers job satisfaction. This finding consistent with other findings Gui, Barriball & While (2009) conducted a study "Job satisfaction of nurse teacher: A literature review found no significance in job satisfaction and the selected demographic variables [9].

Another importance finding of the participants that majority of the participants had higher education background (94.5%). This result is better than previous study conducted in Malaysia. In Malaysian study were to identify the level of nurse teacher job satisfaction and determine the relationship between the levels of job satisfaction [8]. However, the present study also assesses the level of nurse teacher job satisfaction. The reason for the Bangladeshi Nurse teacher higher education, the present government take the initiatives to strengthen the

nursing education for this purpose few nurses send to foreign countries of obtained master degree and also PhD. The present study showed that more than half (62 or 55.4%) respondents are less satisfied with their work because they have to do extra work. In Bangladesh shortage of nurse teacher is the main reason for heavy work load. This result was consistent with the prior study conducted in USA, the study results found that the job satisfactions of nurse teachers have been helpless by heavy workload, insufficient time and lack of mentoring [15; 16; 7]. This present study finding showed that among the dimension of job security 44 (40.2%) participants were felt quite secure about their job. This finding was inconsistent with previous study conducted [17].

Conclusion

The job satisfaction levels of nurse teachers have been reported and a variety of measurements have been used to identify components of job satisfaction. Although the reported studies differed regarding levels of job satisfaction among nurse teachers with no consistent pattern emerging, the literature reveals that the components of job satisfaction are relatively similar over time as well as across different countries and different institutions and geographical locations within the same country, for example, promotion, recognition and reward, communication, working condition, training, career opportunity, team work and job security especially professional roles, the relationships with staff in the clinical area, challenges in the job and autonomy. It also reported that nurse teacher job satisfaction was found to be significantly associated with some socio-demographic factors such as age of the respondents, monthly income, professional qualification and years of service experience. Nurse teachers' job satisfactions are examined and potential directions for future research discussed.

Recommendations

Generally, the nurse teachers should be promoted based on performance. The policy maker can take initiative to develop nurse teacher efficacy through training and upgrading their

work environment. Job satisfaction is an important for retaining qualified nurse teacher in the nursing profession. Thus, they need to keep well motivated through rewards, recognitions etc. Finally, future research should focus on the factors influencing job satisfaction of the nurse teacher is recommended in future studies by adopting mixed method study to overcome the limitation of quantitative measurement.

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