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Assessment of Job Satisfaction and Relation to Employee Engagement: An Empirical Analysis of Kindergarten School Teachers in Bangladesh

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ABSTRACT: *The paper represents job satisfaction and employee engagement in the Kindergarten School. The purpose of the paper is to measure job satisfaction among kindergarten school teachers in Bangladesh and then to investigate the relationship between job satisfaction and employee engagement. To conduct the study, three hypotheses have been developed and tested with multiple regression and correlation from the SPSS output. To collect data, a survey questionnaire was developed and filled up by 456 teachers from 114 kindergarten schools in Bangladesh. The paper explores that absence of Hygiene factors, such as Remuneration, Working condition, Administrative policy cause higher job dissatisfaction and lack of Motivators, such as Advancement, Recognition cause lower job satisfaction among kindergarten school teachers. The paper also tests the relationship status between job satisfaction and employee engagement which describes a strong positive relationship. Consequently, most of the school teachers who are the respondents of this study are considerably dissatisfied as well as disengaged.*

KEYWORDS: *Job satisfaction, Employee engagement, Kindergarten, School teachers, HRM, Bangladesh.*

1. Introduction

Teaching is considered not only as a noble profession but also as a significant one for any nation as teachers contribute directly to the development of a country by guiding to produce outstanding citizens. The kindergarten school teachers particularly make the foundation in that regard. There is a grave concern if the teaching process at the kindergarten level is not satisfactory. Generally, kindergarten teachers are subjected to having lower remuneration, poor quality of supervision, incompatible relationship with the colleagues and school authority, inconvenient working conditions, lower advancement possibility, poor recognition status which particularly create a difficult situation for the teachers to carry out their respected duties. Consequently, more teachers are moving out of the teaching profession of kindergarten schools. A study shows (Choi & Tang, 2009) that the teachers are becoming less committed to their jobs. If the situation continues like this, it would negatively affect the country to a large degree.

With that increasing concern in mind, a greater amount of emphasis should be given towards the nature of kindergarten school job and its surrounding environment associated with the teachers in Bangladesh. It has been essential to know if kindergarten school teachers are satisfied or not by doing their job and in case, a thorough study is needed to measure the degree of job satisfaction among the kindergarten schools' teachers. Job satisfaction will indicate whether kindergarten school teachers are satisfied with their current state of work or not. However, satisfaction is a vital factor to assess the happiness level among the teachers but there is another factor termed engagement which is also important enough as it describes the teachers' commitment and passion for teaching.

This study aims at finding the level of job satisfaction among kindergarten school

teachers in Bangladesh. Besides, it is also determined to find out the existence of a relationship between job satisfaction and employee engagement in the case of kindergarten school teachers. Although several studies have been conducted regarding job satisfaction in the kindergarten school teachers in Bangladesh, no attempt has been taken to determine the relationship between job satisfaction and employee engagement among kindergarten school teachers. Against this backdrop, it has undertaken the present study to reduce the research gap. As teachers are the builders of the nation and the journey to become a responsible citizen of the country begins with kindergarten school, it should be even more serious. That is why the study also becomes more socially significant.

2. Literature Review

Job satisfaction can be described as a positive emotional state (Locke, 1976) and often linked to individuals' expectations (Tasnim, 2006). Several researchers defined it in various ways over the years, such as Linda Evans (1997) defined job satisfaction as a 'state of mind' where the expectation is met. On the other hand, Robbins (1997) described as it is the difference between actual and expected returns (Rahman & Parveen, 2006). Satisfied employees will give the best effort (Sarker & Ashrafi, 2018) and job satisfaction motivates them (Taleb, 2013) to do so. The health condition of an employee also plays an important role here (Smith, 2007), and just as any other profession, it is equally important to the teaching profession. Being an important one in terms of its social value, the teaching profession can single handily affect the future of society (Goe, 2007), where kindergarten teachers play a crucial role in helping the young citizen with their academic, social, and mental skills (Barnett 2004; Li-Grining & Coley, 2006; Reynolds, Wang, & Walberg, 2003). The teaching profession is different in a way that, it does

not attract potential recruits with traditional job advantages. Most of the teachers do not enter this profession for having attractive salaries (Sharma & Jyoti, 2006) rather they are getting the most satisfaction from the teaching of the students (Lam & Yan, 2011). But the school environment also affects the job satisfaction of a teacher (Lam & Yan, 2011). A teacher without proper support would be demotivated (Ostroff, 1992). Low salary are identified as the primary reasons behind the job dissatisfaction among teachers (Bolin, 2008; Liu, Kardos, Kauffman, Peske, & Johnson, 2000; Tasnim, 2006; Schlechty & Vance, 1983) and high workload (Spear, Gould, & Lee, 2000; Bolin, 2008; Lam & Yan, 2011). Consequently, the teachers are getting more dissatisfaction and would be less committed due to overload from their jobs (Choi & Tang, 2009), which leads them to leave their jobs (Aamodt, 2004; Kyriacou, Kunc, Stephens, & Hultgren, 2003). As to find qualified teachers is become difficult (Scott, Stone, & Dinham 2001) so more emphasis should be given to take the necessary steps that satisfy the needs of the current teachers. A study on job satisfaction can be dated back to 1935 with Hoppock's work (Bolin, 2007). There are different opinions among researchers about its relationships with other factors. Certain research supports the impact of demographic factors on job satisfaction (Chen & Sun, 1994; Saad & Isralowitz, 1992), while other studies doubt the idea (Rahim, 1982). Although Porter and Lawler referred to job satisfaction as a 'one-dimensional contract' (Rahman & Parveen, 2006), it is much more than that. Herzberg identified two different factors of job satisfaction and job dissatisfaction in the Two-factor theory (Herzberg, 1987; Sergiovanni & Starratt, 1988; Taleb, 2013; Malik, Nawab, Naeem, & Danish, 2010). Herzberg's Two-factor theory is very popular as a form of the standard to evaluate the job satisfaction of the teachers (Bolin, 2007; Spear et al., 2000). According to the theory, the presence of the 'Motivators' (Motivation factors) will lead to job satisfaction and the lack of 'Hygiene factors'

will lead to job dissatisfaction (Lam & Yan, 2011). The factors that lead to job satisfaction or 'Motivators' are Advancement, Recognition, Responsibility, and so on. On the other hand, lack of 'Hygiene factors' such as Company policy, Remuneration, Supervision, Collegial relationships, and Working conditions lead to job dissatisfaction. The dealings and the behavior among the colleagues affect the teaching profession to a great extent and help with job satisfaction (Dwivedi, 1977; Little, 1982) which is a part of the hygiene factor. A satisfied teacher keeps good relationships with colleagues (Crossman & Harris, 2006). The behavior and relationship with the supervisor fall under the supervision and the poor quality of supervision leads to job dissatisfaction (Lester, 1987). On the other hand, the leadership style supervision is also related to a teachers' job satisfaction (Bogler, 2001). An unpleasant environment might generate job dissatisfaction among the teachers. It indicates the necessity to upgrade the surrounding environment. Remuneration represents the economic part of a profession (Lester, 1987) and a lower remuneration can cause dissatisfaction among the teachers. Another important component is the company or school policies. Improper and unfair policies can cause the teachers to become dissatisfied. Components of Motivator factor, like recognition can help a teacher getting more satisfaction as well as motivation on the job. Sometimes, if there are challenges in the workplace and the employee is ready to take the challenges which will also increase job satisfaction to a great extent (Rai & Sinha, 2002). Any kind of professional scope for advancement or promotion is also a great option to satisfy and motivate an employee to a great extent (Rosenholtz, 1985). To create more job responsibilities and challenges in the kindergarten school which will allow the teachers to work more with the hope of promotion and or with more remunerations, which will also help them to be motivated with satisfaction. It will also encourage the teachers to develop good relationships with the students (Lester, 1987). Although

Herzberg divided these components into two factors, Shamima Tasnim (2006) stated that most of the hygiene factors like salary, work environment, supervision are part of motivation factors in the context of a developing country like Bangladesh.

Job satisfaction also facilitates different organizational behavior. One of such behaviors is employee engagement. Employee engagement can be stated as 'psychological presence' (Kahn, 1992) with job satisfaction (Schaufeli & Bakker 2004; Sonnentag, 2003). Although the concept of job satisfaction and employee engagement sounds similar, Fernandez (2007) stated that these are two different concepts. Often time employee engagement is seen as a result of job satisfaction (Abraham, 2012; Bano, Khan, Rehman, & Humayoun, 2011; Bin, 2015). Engagement of the employee will bring in additional benefits to the organization and will be more concerned about the organizations' mission (Rusbult, Farrell, Rogers, & Mainous, 1988), and which will give more devotion of the employee to the organizations' success (James, McKechnie, & Swanberg, 2011) and less likely to leave the organization (Schaufeli & Bakker, 2004).

3. Research Design

3.1 Research Questions

The research is focused on finding out the status of job satisfaction and the relationship between job satisfaction and employee engagement among kindergarten schools' teachers in Bangladesh. The research will address the following research questions and they are:

- What is the authentic condition of job satisfaction in the case of kindergarten school teachers in Bangladesh?
- Are Hygiene Factors and Motivators capable enough to construct the overall picture of job satisfaction among kindergarten school teachers in Bangladesh?
- Does Hygiene Factors and Motivators play the same or

separate role in terms of job satisfaction among kindergarten school teachers in Bangladesh?

- How many kindergarten school teachers are engaged or disengaged in Bangladesh?
- Is there any relationship between job satisfaction and employee engagement related to kindergarten school teachers?

3.2 Hypothesis Development

To conduct the research, three hypotheses have been developed (H_1 and H_2 are represented to identify job satisfaction measurement and H_3 is represented to define the relationship between job satisfaction and employee engagement) and they are:

H_1 : Hygiene Factors (Remuneration, Relationship, Supervision, Working conditions, and Administrative policy) play an important role to determine the dimension of job satisfaction among kindergarten school teachers.

H_2 : Motivators (Advancement, Responsibility, and Recognition) are significant enough to measure the magnitude of job satisfaction among kindergarten school teachers.

H_3 : There is a relationship between job satisfaction and employee engagement in terms of kindergarten school teachers.

3.3 Data Collection and Methodology

The research is mainly quantitative in nature and it is based on primary data collected from the surveys. The data is collected through a set of the questionnaire during March-April 2019 and questionnaires are distributed in a hand-to-hand approach to the respondents (Kindergarten school teachers). After collecting data, it has been analyzed through proper quantitative techniques.

The sample size was 456 individuals (male: 94 and female: 362) and only Dhaka based kindergarten schools have been considered for the study. 114 schools from different locations across the Dhaka city and 4 teachers from each school have been regarded to accomplish the study.

The survey comprised 20 (8 questions for job satisfaction and 12 questions for employee engagement, Gallup-Q12 Survey has been used as a questionnaire of measuring employee engagement) close-

Table 1 describes the descriptive statistics of the eight variables which are used in the study. Among the Hygiene Factors, the mean of Remuneration for job satisfaction is 1.54 with a standard deviation of 0.891. It

Table 1: Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Adequate Remuneration	456	1.00	4.00	1.54	.89
Good Quality of Supervision	456	1.00	5.00	3.04	1.47
Suitable Relationship	456	2.00	5.00	3.09	.71
Supportive Working Condition	456	1.00	5.00	2.34	.95
Aware of Administrative Policy	456	1.00	5.00	2.31	1.37
Advancement Opportunity	456	1.00	5.00	1.74	.83
Degree of Responsibility	456	4.00	5.00	4.64	.48
Recognition Status	456	1.00	5.00	2.77	1.10
Valid N (list wise)	456				

ended questions and then the respondents were asked to rate each factor in a Likert Scale, which ranged from 1 to 5 (1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, and 5: Strongly Agree). However, to keep the survey convenient for the respondents, a list of relevant factors were used in the questionnaire, and these factors for Job Satisfaction were selected from the literature review. The summary of collected data has been presented with the descriptive statistics and then the analysis has been completed to assess the job satisfaction level among kindergarten school teachers and its relation to employee engagement through profound quantitative analysis, such as multiple regressions, and Pearson correlation through SPSS.

4. Analysis of Result

4.1 Statistical Data Analysis

means that most of the respondents (where, N=456) have acknowledged that they do not get proper remuneration. The same confession also goes for Working Condition and Administrative Policy with the mean of 2.34 and 2.31, respectively. In the case of Supervision and Relationship, the respondents have remained neutral and that is why their mean is 3.04 and 3.09, respectively. Among the Motivators, the respondents have responded that they cannot get the opportunity of Advancement in the kindergarten schools and the mean which is 1.74 with a standard deviation of 0.83, which also indicates their real situation. The respondents also reported that they are not recognized enough and as a result, the mean is 2.77 in terms of Recognition. Lastly, in the question of Responsibility, the respondents replied positively so the mean and standard deviation values increase significantly with a mean of 4.64 and a standard deviation of 0.481.

Table 2 represents the multiple linear regression model summary and overall fit statistics. Here, the R^2 : 1.000 and it means that the linear regression explains 100% of the variance in the data.

impact (beta: .148) and 'Responsibility' has the lowest impact (beta: .069). The 'e' value (roughly error variance, $\epsilon_{\text{Job Satisfaction}}$) for Job Satisfaction is .002.

Table 2: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000 ^a	1.000	1.000	.00145
a. Predictors: (Constant), Hygiene factors : Remuneration, Supervision, Working Condition, Relationship, Administrative Policy Motivators : Recognition, Advancement, Responsibility				

Table 3 shows the F-test. The linear regression's F-test has the null hypothesis that the model explains zero variance in the dependent variable (in other words R^2 : 0). The F-test is highly significant, thus it can be assumed that the model explains a significant amount of the variance in determining job satisfaction level of kindergarten school teachers in Bangladesh.

Table 5 expresses the strength of linkage or co-occurrence between Job Satisfaction and Employee Engagement. Here, there is a significant positive relationship between Job Satisfaction and Employee Engagement, $r(454) = 0.897, p = .000$

4.2 Statistical Significance

The overall regression model (using alpha:

Table 3: ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	365.167	8	45.646	21817722.313	.000 ^b
	Residual	.001	447	.000		
	Total	365.167	455			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), Hygiene factors: Remuneration, Supervision, Working Condition, Relationship, Administrative Policy						
Motivators: Recognition, Advancement, Responsibility						

Table 4 exhibits the multiple linear regression estimates including the intercept and the significance levels. After forcing all variables into the multiple linear regressions, it is found that all the independent variables are significant enough. Among the Hygiene Factors, 'Supervision' has the highest impact (beta: .211) and 'Relationship' has the lowest impact (beta: .104). Among the Motivators, 'Recognition' has the highest

.05) is significant and besides, all the eight independent variables are also statically significant (Table 4). Besides, there is a strong positive relationship between job satisfaction and employee engagement (Table 5). Therefore, it can be concluded that all the alternative hypotheses (H_1 , H_2 and H_3) are satisfied and can be accepted.

5. Discussion:

The study findings are given under different subsections of Job Satisfaction and Employee Engagement.

5.1 Job Satisfaction

There are two factors in Herzberg's Two-factor theory and they are: Hygiene factors

satisfaction, as well as higher motivation, comes from the Motivators.

5.1.1 Hygiene Factors:

Herzberg considered the Hygiene factors from the highest to the lowest importance and they are: (1) Administrative policy, (2) Supervision, (3) Relationship, (4) Work condition, and (5) Remuneration.

Table 4: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.022	.002		-12.535	.000
	Remuneration	.124	.000	.123	568.728	.000
	Relationship	.130	.000	.104	392.917	.000
	Supervision	.128	.000	.211	796.266	.000
	Working Condition	.122	.000	.130	514.973	.000
	Administrative Policy	.124	.000	.190	671.817	.000
	Advancement	.127	.000	.117	651.426	.000
	Responsibility	.129	.000	.069	328.358	.000
	Recognition	.121	.000	.148	347.236	.000
a. Dependent Variable: Job Satisfaction						

Table 5: Correlations

		Job Satisfaction	Employee Engagement
Job Satisfaction	Pearson Correlation	1	.897**
	Sig. (2-tailed)		.000
	N	456	456
Employee Engagement	Pearson Correlation	.897**	1
	Sig. (2-tailed)	.000	
	N	456	456
**. Correlation is significant at the 0.01 level (2-tailed).			

and Motivators. According to the theory, Dissatisfaction, as well as Unhappiness, arises from the Hygiene factors, and positive

The surveys and data analysis through SPSS, indicate that kindergarten school teachers of Bangladesh are dissatisfied because of three

factors and they are (i) Administrative/School policy, (ii) Working condition, and (iii) Remuneration. In the question of Supervision and Relationship, they have maintained neutrality (neither satisfied nor dissatisfied).

5.1.2 Motivators

Among the Motivators, only Responsibility has a positive impact on kindergarten school teachers, and the other two factors, Advancement as well as Recognition have a negative impact on the teachers. It means that the teachers are motivated by only one factor and that is Responsibility, whereas, the other two factors entitled Advancement and Recognition cannot work in terms of gaining motivation.

where employees are not motivated and have complaints.

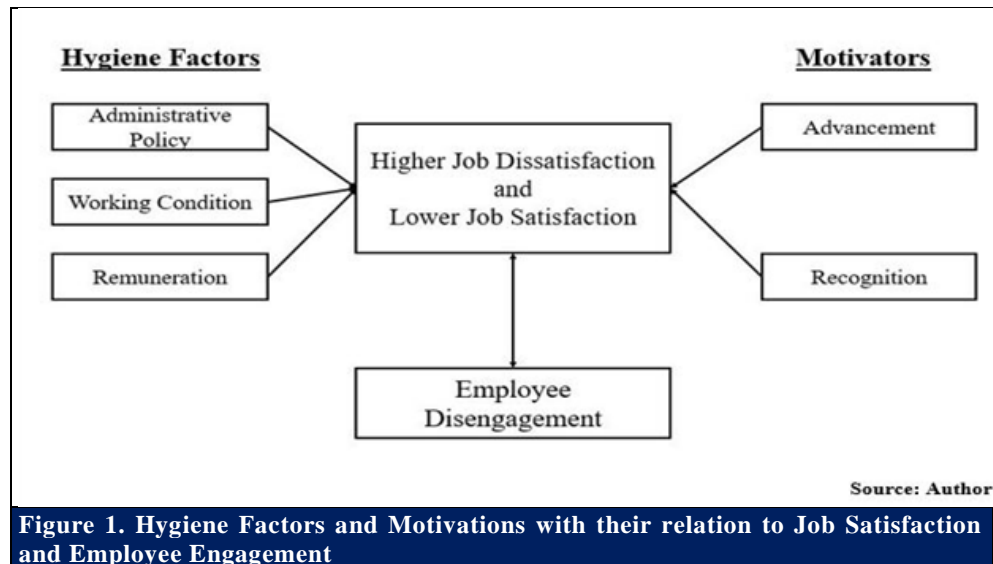
5.2 Employee Engagement

According to Gallup-Q12 Survey, there are three categories for measuring engagement among the employees. They are:

(i) Highly engaged (scoring range: 48-60)
(ii) Neither engaged nor disengaged/Neutral (scoring range: 36-47)

(iii) Disengaged (scoring range: 12-35)

In this study, it is detected that among 456 kindergarten school teachers, 349 teachers (76.5%) are Disengaged (scoring range: 30-33), 71 teachers (15.5%) are Neither engaged nor disengaged/Neutral (scoring range: 42-46), and 36 teachers (7.90%) are Highly engaged (scoring range: 48-49)



In this circumstances, it can be concluded through the above discussion that the teachers of kindergarten school in Bangladesh are fully dissatisfied and demotivated.

- Low Hygiene factors and Low Motivators: The worst situation

It has been identified that most kindergarten school teachers who are the respondents in this study are disengaged and unfortunately it is pessimistic news for the authority of kindergarten schools in Bangladesh.

Finally, Fig. 1 shows the summary of the study-absence of Hygiene Factors and Motivators respectively cause Higher Job

Dissatisfaction and Lower Job Satisfaction which lead to Employee Disengagement in Human Resource Management in Kindergarten Schools.

6. Conclusion

The objective of the study was to assess the degree of job dissatisfaction among kindergarten school teachers in Bangladesh and to find out the relationship between job satisfaction and employee engagement. The study highlights that the Hygiene factors (Remuneration, Working condition, Administrative policy), as well as Motivators (Advancement, Recognition), are the factors that are absent in the teaching job in the context of kindergarten schools in Bangladesh, which causes higher job dissatisfaction among the school teachers. The study also discovers that there is a positive relationship between job satisfaction and employee engagement. Therefore, an overall review of the paper reveals that most kindergarten school teachers in Bangladesh are dissatisfied as well as disengaged to a great extent though the satisfaction and the engagement of the teaching staffs are the prerequisite of providing a good quality of education to the future generation of the country. But study portrayed that the engagement and job satisfaction of the kindergarten teachers are certainly absent in Bangladesh. However, it is desired that the hurdles against the teachers' job satisfaction have been found in this paper may provide a significant contribution in case of improving job satisfaction and employee engagement among kindergarten school teachers in Bangladesh.

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