

Agriculture teachers' job satisfaction in rural and urban secondary schools: A comparative study

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ABSTRACT

This study was conducted to draw a comparative picture regarding job satisfaction of agriculture teachers in rural and urban secondary schools in Bangladesh. For data collection, questionnaire survey technique was used and it was administered to 40 agriculture teachers where 20 were from rural secondary schools and another 20 from urban secondary schools of Rangpur and Khulna districts. The questionnaire consisted of 5 statements which was developed in the 'Likert' scale with the ranging of response from 'strongly agree (5)' to 'strongly disagree (1)'. The major finding of this study is that the most of agriculture teachers were dissatisfied with their job. The study also revealed that the 4 statements regarding job satisfaction out of 5 showed the disagree response ($M < 3.00$). The urban secondary agriculture teachers achieved higher mean scores than the rural secondary agriculture teachers concerning their responses on all 5 statements. The highest number of agriculture teachers of rural secondary schools agreed regarding the number of statement 4 with average mean value and standard deviation were 3.15 and 0.32, respectively. A similar phenomenon was obtained from the urban secondary agriculture teachers during present investigation. For the teachers of rural secondary schools, the lowest number of responded agreed concerning the statement number of 2 with average mean value and standard deviation are 2.15 and 0.24, respectively. Major findings of this study should be made available to the education policy makers, curriculum developers and also to school administrators for taking proper initiatives to develop agriculture teachers' job satisfaction.

Key words: agriculture teacher, job satisfaction, rural secondary school, urban secondary school

INTRODUCTION

An employee's affective or emotional reaction to their work is referred to as job satisfaction (Cranny *et al.*, 1992). There is a strong and significant correlation between employees' mental and physical health and their work environment (Donald & Siu, 2001). According to Locke (1976), a person's appreciation of their own work or experience leads to a positive or pleasant emotional state known as job satisfaction. Locke's definition, which characterizes the essential element required to describe what is meant by the broad concept of job satisfaction, seems to be the most referenced and widely accepted explanation (Miller *et al.*, 2009). Because it encompasses all aspects of the job and the workplace that employees find either irritating or unsatisfactory, or rewarding, gratifying, and satisfying, the conceptual domain of job satisfaction is extensive (Churchill *et al.*, 1974; Snipes *et al.*, 2005). Locke's theory of job satisfaction—"the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values" commonly used by many researchers (Ho, 2003; Ma & MacMillan, 1999; Muchinsky, 2006; Wu & Watkins, 1994). According to Snipes *et al.* (2005), there are a number of factors that contribute to job satisfaction, such as happiness with the boss, the work, compensation, prospects for advancement, coworkers, and

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customers. Job satisfaction is correlated with performance (Luthans *et al.*, 1995) as well as service quality (Hartline & Ferrell, 1996; Schneider & Bowen, 1985). According to the National Curriculum (2021), agriculture education at the secondary level of Bangladesh is crucial in both urban and rural contexts. It is a well-established truth that one of the key elements supporting agriculture teachers' ability to teach successfully is their level of job satisfaction. Teaching satisfaction cannot be adequately addressed by assessing teachers' emotional states alone (Ho & Au, 2006). Teachers' increased workloads and the general trend of overworking have an impact on their job satisfaction (Naylor, 2001). This suggests that in order for teachers and the educational system to succeed, policy-making bodies should create employee-friendly regulations (Sohail & Delin, 2013). Therefore, it is imperative to have a comprehensive understanding of the state of agriculture teachers' job satisfaction generally and to ascertain how their job satisfaction differs in Bangladeshi secondary schools located in rural and urban areas.

Now-a-days, ensuring job satisfaction of the teachers is one of the most important goals of secondary education across the world. For a number of years, research across disciplinary lines has focused on the problem of secondary teachers' job satisfaction and retention (Chapman, 1983; Chapman & Green, 1986; Knight, 1978; Miller 1974). Personal traits, policy administration, workload, financial benefits, student concerns and recognition have all been found to be common factors associated with job dissatisfaction and turnover in these studies. The issue of the lack of agricultural teachers was first noted in 1977 (Camp, 2000), and it is still present in the fifth decade. Certain studies have proposed that there are differences in job satisfaction between agriculture teachers of secondary schools who stay in the field and those who quit (Iverson *et al.*, 2004; Newcomb *et al.*, 1987). It is also needed to find out the present status of job satisfaction among secondary agriculture teachers of Bangladesh. Are the agriculture teachers satisfied with their job? Is there any difference regarding job satisfaction between agriculture teachers of rural and urban secondary schools in Bangladesh? The main concern of this study was to find out the answers of these questions. The main objective of this study was to find out the differences in agriculture teachers' job satisfaction in rural and urban secondary schools. This study aimed to address the objective by determining the response to a specific research question as follows:

- How does job satisfaction for agriculture teachers differ in rural and urban secondary schools?

Methodology

Before planning an inquiry, it is helpful to understand and have knowledge of several ways (Bell, 2018). A research design is a procedure that includes multiple choices for the study's implementation (Creswell, 2015; Robson, 2002). By answering the research question, the quantitative approach and survey method employed in this study served to define the research topic. As stated already, finding out the differences in agriculture teachers' job satisfaction in rural and urban secondary schools was the main objective of this study. Thus, the following activities were included in the study.

- Developing the survey questionnaire based on different aspects of job satisfaction of secondary level school teachers.
- Administering the questionnaire to the agriculture teachers of both rural and urban secondary schools.

Questionnaire design

This study was designed to analyze agriculture teachers' job satisfaction in rural and urban secondary schools. To measure job satisfaction most researchers adopt the facet approach like Job Descriptive Index, JDI (Smith *et al.*, 1969), Warr's Job Satisfaction Scale (Warr *et al.*, 1979) and Minnesota Satisfaction Questionnaire; because, the total degree of satisfaction can be calculated by simply summing the domain scores. In addition to the domains that contribute to teaching satisfaction. Nevertheless, there are some methodological issues with the facet approach. Many researchers frequently use the Brayfield- Rothe Job Satisfaction Scale (Brayfield & Rothe, 1951) as a global indicator of teacher satisfaction. The Trends in International Mathematics and Science Study (TIMSS) and the Progress in Reading and Literacy Study (PIRLS) assessment

programs collaborated to create the Teacher Job Satisfaction (TJS) scale, an international comparative measure of teacher job satisfaction levels which has strong construct validity (Tunmer *et al.*, 2013). A total of 52 countries and regions with a range of development and income levels have adopted this scale. There are five items that pertain to job satisfaction. The participants assessed the frequency with which they felt a particular way about each of the items on the list. There are five statements in the scale which are as follows:

1. I am content with my profession as a teacher
2. I find my work full of meaning and purpose
3. I am enthusiastic about my job
4. My work inspires me
5. I am proud of the work I do

The researcher adopted this scale to conduct the study. The questionnaire was developed in the 'Likert' scale and with the options ranging from 'Strongly Agree' to 'Strongly Disagree'.

Methodological assumption

Certain assumptions must be made for any survey research endeavor before starting a project. Assumptions were made regarding the study with respect to the prevailing concepts and practices of the particular institutions. The methodological assumptions of this study were-

- Research approach employed in the study was deemed suitable.
- The most convenient approach to gather data was through a survey questionnaire.
- The respondents provided accurate information.

Sampling

This study was conducted in 40 secondary schools from Rangpur and Khulna district of Bangladesh. Twenty (20) secondary schools, 10 of which were in rural areas and 10 of which were in metropolitan areas were conveniently chosen from each district. A purposive selection process was used to choose 1 agricultural teacher from each school, with 20 teachers were chosen from rural secondary schools and 20 from urban secondary schools. So, total sample size was (20+20) = 40.

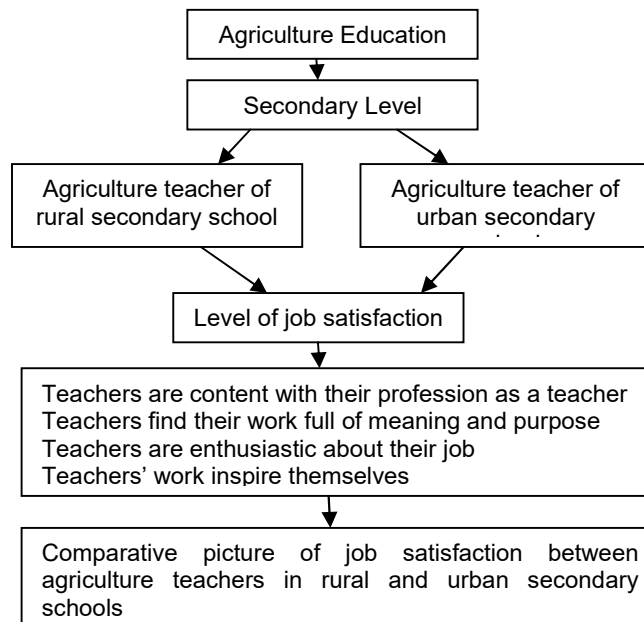


Figure 1. Conceptual Framework of comparison of job satisfaction between agriculture teachers in rural and urban secondary schools

Conceptual framework

When organizing this study, a few crucial components of Bangladeshi secondary agriculture education were taken into consideration. As per the conceptual framework provided, the entire study was carried out in five primary phases. Initially, the concept of agricultural education was discussed. The secondary level in Bangladesh's existing educational system was then defined. Subsequently, clarity was provided for secondary agriculture teachers working in both rural and urban schools. Following that, a comparison between agricultural teachers in rural and urban secondary schools was made while keeping in mind the statements regarding teachers' job satisfaction. It should be noted that the study instruments were developed using the job satisfaction statements appropriate for secondary level teachers.

Data analysis

After being collected, data were processed both manually and with the use of computer applications. Next, raw scores were filed and batched based on different task programs and strata to make future processing stages easier to operate (editing, coding, entry etc.). Consequently, the data was analyzed using SPSS 21. The mean scores and standard deviations for each of the 5 statements regarding job satisfaction were calculated first and then displayed to aid in the interpretation of the data. Responses of the participants against each statement were considered as 5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree and 1 = Strongly Disagree. When respondents' overall mean score for the attitude statements that fell under a position was greater than 3, it indicated that most of them agreed with the specific statement. The agree responses were substantially higher, as evidenced by mean scores that were closer to 5.

RESULTS AND DISCUSSION

This section presents and discusses a comparison of means and standard deviations of statements opined by the agriculture teachers in rural and urban areas. It is evident from the data presented in Table 1 and Fig. 2 that the respondents tended to be disagreed with almost all the statements regarding job satisfaction. Responses of agriculture teachers from both rural and urban secondary schools concerning the 4 statements got disagree response ($M < 3.00$) which clearly stated that the teachers were not satisfied with their job. It is also notable that standard deviation (SD) of the responses on all the 5 statements was not significantly different ($SD < 0.50$) which indicated that the average distance between the data points was generally low. The results also revealed that the urban secondary agriculture teachers achieved higher mean scores than the rural secondary agriculture teachers of their responses on all the 5 statements. For agriculture teachers of rural secondary schools, the highest number of teacher agreed regarding the statement number of 4; with average mean value and standard deviation are 3.15 and 0.32, respectively (Table 1). A similar phenomenon was obtained from the urban secondary agriculture teachers during present investigation (Table 1). For the teachers of rural secondary schools, the lowest number of responded agreed concerning the statement number of 2; with average mean value and standard deviation are 2.15 and 0.24, respectively (Table 1).

Comparative studies on the job satisfaction of secondary agriculture teachers are quite rare. The degree of job satisfaction among agriculture teachers has been the subject of multiple studies carried out by Castillo *et al.* (1997). In addition to examining job satisfaction levels, Cano and Miller (1992) also examined demographic traits and performed a gender analysis on the data. The issue of teacher retention in agricultural education was subjected of numerous studies (Bryant, 1980; Dillon, 1978; Martin & Howell, 1983; Moore & Camp, 1979). It has been found by researches that teachers of agriculture had a fairly or moderate level of job satisfaction (Flowers & Pepple, 1988; Grady & Burnett, 1985). However, none of these researches explored the comparative picture of job satisfaction considering agriculture teachers of rural and urban secondary schools. As a result, the focus of this study was on comparing the job satisfaction of agriculture teachers at rural and urban secondary schools in Bangladesh. By offering a solid research foundation, the study may also be useful to future researchers wishing to work in this field.

Job satisfaction is an agreement made up of a psychological process to strive for increased competitiveness and organizational success (Garcia-Bernal *et al.*, 2005). Employee satisfaction

affected productivity, absenteeism, and retention, and there is a direct correlation between employee satisfaction and an organization's ability to succeed (Allen & Wilburn, 2002). Thus, it is very much required for Bangladeshi secondary agriculture teachers to have job satisfaction for effective classroom teaching. However, this study revealed that level of job satisfaction among secondary agriculture teachers especially for the teachers at rural secondary schools was not satisfactory except a few. The current state of affairs is unacceptable, and changes must be made. Therefore, it is imperative to identify the causes of the present situation and take the required action as soon as possible to make improvements. In order to inspire agriculture teachers to teach, training programs should include both subject courses and specialized pedagogical content courses. By this kind of training programs teachers will learn new things and that's how they will be updated. Thus their dissatisfaction level will be reduced. Programs for teacher education must be modified and proper execution of this modified program is crucial in order to make agriculture teachers satisfied with their jobs to some extent. Policy makers and school administrators should take feedback from agriculture teachers so that they will come to know what the expectations of the teachers are and what exactly they are getting from their job.

Table 1. Mean values and standard deviations on the statements regarding job satisfaction of agriculture teachers at secondary level

Sl. No.	Statements regarding job satisfaction of agriculture teachers	Mean (M)		Standard Deviation (SD)	
		Agriculture teacher of rural secondary school	Agriculture teacher of urban secondary school	Agriculture teacher of rural secondary school	Agriculture teacher of urban secondary school
1.	I am content with my profession as a teacher	2.68	2.90	0.26	0.17
2.	I find my work full of meaning and purpose	2.15	2.82	0.24	0.35
3.	I am enthusiastic about my job	2.56	2.98	0.38	0.32
4.	My work inspires me	3.15	3.32	0.32	0.46
5.	I am proud of the work I do	2.85	2.95	0.43	0.26

No of observation is 20 for all cases.

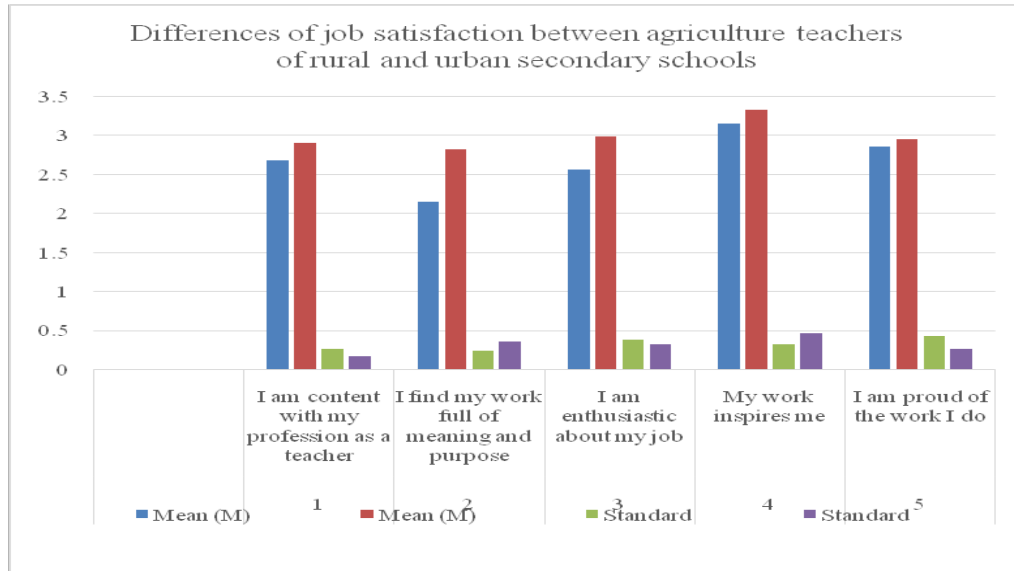


Figure 2. Comparison of job satisfaction between agriculture teachers of rural and urban secondary schools

This study recommends that the policy makers and school administrators should foster positive motivational techniques and better working environment to raise agriculture teachers' job satisfaction. There should be an efficient policy and package for salary, opportunity for promotions and benefits for agriculture teachers at the end of their employment. Secondary agricultural teachers must set up professional development training programs that are centered on their job satisfaction. Major findings of this study should be made available to the education policy makers, curriculum developers and also to school administrators for taking proper initiatives to develop agriculture teachers' job satisfaction. Future studies are needed to investigate the consequences of improving job satisfaction of secondary agriculture teachers determined by this study.

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