

# **JOB SATISFACTION AMONG THE PHYSIOTHERAPY TEACHERS IN DHAKA**

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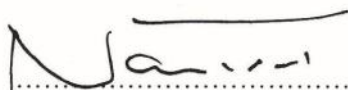
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We the undersign certify that we have carefully read and recommended to the Faculty of Medicine, University of Dhaka, for the acceptance of this dissertation entitled,

**“JOB SATISFACTION AMONG THE  
PHYSIOTHERAPY TEACHERS IN DHAKA”**

Submitted by **Rahate Zannat**, for the partial fulfillment of the requirement for the degree of Bachelor of Science in Physiotherapy (B. Sc. PT).



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<b>Declaration</b>
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I declare that the work has not been previously accepted or submitted for any degree and all the data presented here is my own. All sources have been cited appropriately and not a single part of my work has been plagiarized. Any mistakes or inaccuracies are my own. I also declare that for any publication, presentation or dissemination of information of the study I'd be bound to take written consent from the Department of Physiotherapy of Bangladesh Health Professions Institute (BHPI).

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<b>Acronyms</b>
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<b>&amp;</b>	And
<b>BHPI</b>	Bangladesh Health Professions Institute
<b>CRP</b>	Centre for the Rehabilitation of the Paralysed
<b>IHT</b>	Institute of Health Technology
<b>IRB</b>	Institutional Review Board
<b>NITOR</b>	National Institute of Traumatology Orthopedic Rehabilitation.
<b>PT</b>	Physiotherapy
<b>SCHS</b>	State College of Health Science
<b>SIMT</b>	SAIC Institute of Medical Technology

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## Abstract

**Purpose:** The purpose of this paper was to find out the job satisfaction of physiotherapy teachers in Dhaka, Bangladesh. **Objectives:** Firstly, to know the level of job satisfaction of the physiotherapy teachers and secondly, to identify the factors which impact the job satisfaction of physiotherapy teachers. **Methodology:** A cross-sectional survey among physiotherapy teachers were conducted to find out the job satisfaction of physiotherapy faculties in Dhaka. For data collection a semi structured questionnaire was used. Total number of participants was 30 physiotherapy teachers from 6 different institutes. **Result:** The first objective was to assess the level of job satisfaction of the physiotherapy teachers. The study revealed that 3.3% (n=1) were very dissatisfied, whereas 43.3% (n=13) were average satisfied, 40% (n=12) were satisfied and 13.3% (n=4) among the all physiotherapy teachers participated in the study were very satisfied with their job. Secondly, the research identified few factors which impact the job satisfaction of physiotherapy teachers. Departmental environment found out a factor where 43.3% (n=13) physiotherapy teachers responded averagely satisfied, whereas 33.3% (n=10) were satisfied, 20% (n=6) were very satisfied and 3.3% (n=1) were dissatisfied with the working environment as it now stands. Leadership that have been getting from their supervisor also found as a contributing factor for the job satisfaction of the physiotherapy teachers where 56.7% (n=17) of the participants responded satisfied with their supervisors' leadership, 23.3% (n=7) were average satisfied, 16.7% (n=5) were very satisfied and 3.3% (n=1) were dissatisfied. Moreover, the dignity within the city or country found to be an important factor where 43.3% (n=13) responded average satisfied, 30% (n=9) were satisfied, 13.3% (n=4) were dissatisfied and 3.3% (n=1) were very dissatisfied with their dignity within the country. Furthermore, chances of being promoted to a better position also an influential factor for the physiotherapy teachers in Dhaka. The study found that 33.3% (n=10) were satisfied, 20% (n=6) were dissatisfied, 3.3% (n=1) were very dissatisfied, whereas 40% (n=12) were average satisfied with their chances of being promoted to a better position. Dissatisfaction with one's salary in our findings seems to be a common issue. The study found 40% (n=12) were average satisfied, whereas 26.7% (n=8) were satisfied, 26.6% (n=8) were dissatisfied and 3.3% (n=1) were very satisfied with their salary. **Conclusion:** On the basis of the findings of the study the researcher concluded that the majority of teachers were average satisfied despite of working environment factors, lengthy and unstructured promotional system, Salary structure and the dignity within the country..

**1.1. Background**

Job satisfaction refers to one person's feelings regarding the nature of the work and can be influenced by different factors; such as the relationship with the supervisor, the quality of the working environment, the motivation system etc. (Nicolescu, et al., 2009). According to Robbins and Sanghi (2006) “Job satisfaction is collection of feelings that an individual holds toward his or her job.” The same was contributed by Rahman M I (2008) “Job satisfaction is defined as a general attitude toward one’s job. It is in regard to one’s feelings or state-of-mind regarding the nature of their work.”

There is no doubt that the valuable asset of a country is its teachers. The most respected profession in the world is teacher. They build fortune of the nation. Teachers are said to be the builders of the nation. There is accord about the truth that all other factors are meaningless without the existence of effective teachers. There must be educated and experienced teachers in universities who be provided with sufficient accommodation facilities so that they give due meditation and attention to teaching as well as research (Rehman, et al., 2009). Better employment opportunities are created for academics and their salary scales be revised and they are given fairly desirable pay package, in order to prevail over the problem of brain drain of teachers (Manzoor, et al., 2011).

Various theories and models have been built to explain the factors that lead to the job satisfaction (Manisra, et al., 2005). Some scholars argue that job satisfaction is an emotive reaction to a job condition, which is often decided by how nicely results meet up or exceed expectations, for example, if workers think that they are treated unjustly, receive less remunerations, they are more probably to have a negative feelings toward their work, supervisor or coworkers (Manzoor, et al., 2011).

Therefore, job satisfaction is concerned with how well an employee’s expectations at work are in tune with outcomes (Khan, 2006). Organizational climate leads to the employee satisfaction (Adenike, 2011). Financial benefits, autonomy, comfortable

work environment, good boss and flexibility provided by employers are some important factors which cause employee job satisfaction (Diala, 2011).

However, concerns about job satisfaction have spawned numerous studies during the past several decades in nearly every occupational field. There was strong interest in job satisfaction and teacher satisfaction from the late 1960s to the early 1980s. Over the past decade little attention has been paid to teacher satisfaction or its effect on students.

The objective of this paper is to evaluate the job satisfaction of physiotherapy faculties in Dhaka, Bangladesh. A few partial researches have been done on job satisfaction of university teachers in Bangladesh but job satisfaction of physiotherapy teachers is not studied as a whole. The main thrust of this paper is in classifying the most influential factors that affect academics' job satisfaction for their retention at the higher education level. By knowing the influential factors, only then appropriate policy responses at the institutional level can be initiated. This paper is organized as follows: the literature of physiotherapy academics' job satisfaction is briefly discussed followed by factors influencing physiotherapy academics' job satisfaction in private universities. Finally, limitations of this study and future research directions including managerial implications are discussed.

## **1.2. Rationale**

Education viewed from a social system perspective, comprises of three key elements: Teachers, Students and Curriculum. The efficiency and effectiveness of an education system depend solely on the cohesion among these three elements. Deficiency in any of the elements may lead to a reduced productivity in the entire education process. Nevertheless, it is apparent that one element has a significant effect on the other two, namely the teacher has a more profound effect on the other two. And teacher's job satisfaction would be the crucial elements for their productivity. So, the satisfaction level of a teacher is central and essential for newly established private universities in Bangladesh.

Level of satisfaction is an important issue for all working people. The level of satisfaction indicates the level of life they lead and also indicate the socio-economic condition and the life style. As a final year student my full concentration is to find out the level of satisfaction among the physiotherapy teachers working in Bangladesh. After this study the physiotherapists and the physiotherapy students will get an idea about the level of satisfaction of physiotherapy teachers working in Bangladesh. So, it will be a resource for all physiotherapists in Bangladesh. There is no alternative to do research as a professional in order to develop the professions.

### **1.3. Research question**

How much physiotherapy teachers are satisfied with their job?

### **1.4.General Objective**

The objective of this paper is to find out the job satisfaction of physiotherapy teachers in Dhaka, Bangladesh.

### **1.5.Specific Objectives**

- To know the level of job satisfaction of the physiotherapy teachers.
- To identify the factors which impact the job satisfaction of physiotherapy teachers.

Job satisfaction is defined by how employees feel about their job and different aspects of their job (Mahmood et al., 2011). Job satisfaction is an important construct to the field of organizational behavior and the practice of human resource management. Alniacik et al., (2012) perceive job satisfaction results from the employees' perception based on the ability of their jobs to provide elements that they observe as important. Kaliski (2007) indicates that job satisfaction could be considered as the key ingredient that guides to recognition, income, promotion, and the achievement of other goals that lead to a sense of fulfillment. Furthermore, job satisfaction is also cited to be vital for personal well-being and organizational effectiveness. Thus, the concept of job satisfaction could be considered an important construct in any organizational context. More specifically, job satisfactions of faculty members of universities play an important role for many reasons (Lim, 2008).

Syed et al., (2012) found that faculty job satisfaction is the most significant aspect in higher education and is important for the improvement, efficacy and effectiveness of the higher education system. The authors note that in every individual's life, education is a vital dimension, as well as the irrefutable claim that education ensures a nation's development. Accordingly, the authors believe that to generate best outcomes for all stakeholders, an educational system needs to be planned strategically. Furthermore, job satisfaction has significant implications for relations between the faculties and the administration of the higher educational organizations (Eyupoglu and Saner, 2009).

The job satisfaction of academics, their commitment, and their retention are crucial to effective academic institutions (Saner and Eyupoglu, 2012).

According to Armstrong (2010) the term job satisfaction refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. A career in education is challenging and its impact is important. As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence (Akhter et al., 2008).



It was 1911 when Frank Taylor was first done his research about job satisfactions. Laboratory Personnel in United States of America in 1971 was first done their research on health workers job satisfaction and then ogiwara and araki had been done research on physiotherapist in 2006 (Ugwa et al., 2012).

For any company or enterprise this job satisfaction of total workforce plays a vital role and with a group of satisfied worker institutions can successfully implement their plan. Job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management and organizational management. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regard to one's feelings or state of mind regarding to the nature of their work (Tasnim, 2006).

Better employment opportunities are created for academics and their salary scales be revised and they are given fairly desirable pay package, in order to prevail over the problem of brain drain of teachers (Manzoor et al., 2011). Unprecedented changes are happening around the globe, which forces the public administration to repeat their theory and practice of managing individual performance in the public setup. The new public service and new governance demands primary transformations in those factors which are influencing individual performance (Moynihan and Pandey, 2007).

Ali et al. (2011) uncovered that satisfaction or dissatisfaction among the employees in the job causes success or failure of any system or organization. Job dissatisfaction is the one of the cause for leaving their job among the special education teachers (Strydom et al., 2012). This was also confirmed by Faruqui and Shoma, (2005) that the most dissatisfactory issues for faculty are salary structure and untimely payment, students quality, and the prolonged working hours.

Recently Syed et al. (2012) conducted a research on 'Job Satisfaction of Faculty Members of Universities in Pakistan' and revealed that in teaching profession, satisfied teachers are important predictor students, educational institutes as well as the whole nation. A result of study conducted by Khamis et al. (2012) in Nigeria discovered significant relationship between job satisfaction and organizational commitment while teachers cherishing promotion, improvement of salaries, welfare package and conditions of services which were far-cry. Conceivably, preceding

empirical researches suggest impact of job satisfaction factors (e.g. promotion, salary, working conditions, company policy, interpersonal relation, advancement, supervision quality etc) on organizational commitment but in a varying impacting degree. On the other hand, many empirical research studies Karim (2008); Chen et al., (2006), have demonstrated that a number of factors affect job satisfaction. (Karim, 2008) found six variables, affective commitment, role clarity, job performance feedback, job autonomy, organizational tenure and role conflict, correlate significantly with job satisfaction. Chen et al., (2006) investigated six job satisfaction factors to identify the level of job satisfaction of teachers in a private university in China, namely organization vision, respect, result feedback and motivation, management system, pay and benefits and work environment. Malik et al., (2010) noted in their study that factors such as quality of supervision, work itself and pay satisfaction have a significant influence on the job satisfaction of university faculty members in Pakistan.

By examining 107 academics in state universities, Shahzad et al., (2010) conclude that an attractive remuneration package and work load management influences positively on job satisfaction. Zainudin, Junaidah, and Nazmi (2010) identified a negative significant relationship between workload and job satisfaction among university faculty members. Similarly (Amal and Mohammad, 2011) and (Mustapha, 2013) found that faculty workload and job satisfaction have a negative significant relationship. Malik et al. (2010b) noted in their study that work autonomy has a significant influence on job satisfaction and job commitment of academic members of state universities in Pakistan. Working environments have been recognized as a key factor influencing job satisfaction (Thompson & Jonas., 2008). Zainudin et al., (2010) and Danish and Usman (2010) found that there was a positive significant relationship between working environment and job satisfaction.

Ho and Au (2006), highlighted life satisfaction was significant determinants of job satisfaction. Vandenberghe and Trembley (2008), argued that job satisfaction is a result of various factors in the working environment. During the recent past, there are number of studies that examined job satisfaction among university faculty members working in the higher education sector. Nadeem (2010), found that job security and an attractive compensation plan are important factors positively associated with motivation and satisfaction of academic staff members of the Baluchistan University.

Ping (2010) examined academic staff members of nine Chinese universities and concluded that professors of these universities are having a preliminary level job satisfaction. While they found that these academics were quite content with teaching and research and facilities, they were having high dissatisfaction with their salaries. Bilal (2012) conducted a research on the in the Universities of Rawalpindi and the Islamabad region and concluded that strong interrelation between salary and job satisfaction among the university faculty members. Strydom (2011) found that remuneration plays a vital role in job satisfaction and dissatisfaction of university academic staff members.

However, Awang and Ahmed (2010) argued that remuneration have a very low correlation with job satisfaction compared to other factors. In developed countries, it is noted that salary has a positive influence with job satisfaction (Vandenberghe and Trembley, 2008; Zembylas and Papanastasiou, 2006). Saygi, Tolon, and Tekogul (2011) identified job satisfaction among the faculty members from thirteen universities in Turkey, found that co-workers and promotions were considered more important than the pay. Although lot of job satisfaction research examined the faculty members of higher education sector in developed countries, researchers have noted that (Eyupoglu and Saner, 2009).

Previous research agreed on the important role of work values as a one predictor that contributes to enhance job satisfaction (Adeyinka, et al., 2007). Meanwhile, Ho (2006) argued that work values are divided into two which are terminal values and instrumental work values. In line with Ho (2006) and Hirschi (2010) also agreed that work values can be divided into two which are terminal and instrumental work values. These two types of work values have been applied to the majority of researchers to explain the concept and instruments and measure work values in organization. Job satisfaction creates workers demand from their job and makes views about workers demand and the feedback they get from their job. Job satisfaction has a vital role on ones deserve level of job satisfaction. Job satisfaction in teaching profession can be gained when all teachers are doing their work satisfily.

In education institutions, both public and private universities also have differences in terms of their work characteristic. In Public Universities, work characteristic is related to the work environment that focuses on research because quality research is

important for Public Universities (Mohrman et al., 2008). Academicians from the Public Universities are important for effective public administration and they also play the biggest role in realizing Vision 2020 (Rusli et al., 2007).

On the other hand, academic staffs in Private Universities are important in generating the profits for the country. Private Universities also make the best efforts in collecting and mobilizing resources investment as well as enhancing skills and technical and management expertise together with the public universities (Benjamin et al., 2010).

These differences in work characteristic may influence differences among the employees in terms of their needs and desires towards work values. Physical education teachers are very meritorious rather than other department teachers. They lead as a leader to develop physical fitness among the general people and as well as the sports players. So that, working as physical education teacher is not so easy. Poor working facilities, salaries, recognition etc all are responsible for job dissatisfaction among the teachers in many countries through out the world (Singh, et al., 2009).

Malik (2011) found that demographic variables, age, job rank, job qualification and years of experience were slightly related to the overall job satisfaction of university faculty members. Relationship between faculty job satisfaction and demographic variables of faculty members in a public higher education in Singapore, Paul and Phua (2011) indicated that while variables such as job position and age influenced the levels of job satisfaction, the variables: academic qualification, gender, marital status, and length of employment had no influence of statistical significance. Noordin and Jusoff (2009) found that the demographic factors such as; current job status, marital status, age and salary appear to have significant impact on the respondents' level of job satisfaction. Haque and Taher (2008) examined the ability of different core job characteristics to influence the levels of job satisfaction in terms of gender, marital status, and age in context to Bangladesh.

Job salary is one of the important reasons for job satisfaction. Poor salary plays an important role to resign from ones job among the special education teachers. Stempien and Loeb said that job stress is the another reason for job dissatisfaction (Strydom, et al., 2012).

However, Bender and Heywoo (2006) indicate that female faculty experience lower job satisfaction than male among faculty members. On the other hand, Santhapparaj and Alam (2005) found that female academic staff members are more satisfied than their male equivalents. Malik (2011) highlighted 120 faculty members regarding their job satisfaction; he suggested that the level of job satisfaction among males was much less compared to that of female faculty members.

According to Mehboob et al., (2012), female faculty members were more satisfied with their jobs than their male counterparts at the university. Syed et al., (2012) found that female faculty members are more satisfied compared with male faculty member. Crossman and Harris (2006) reported that males were slightly more satisfied than females.

Crossman and Harris (2006) explained age has been associated with job satisfaction, but the nature of the relationship is not clear. Similarly Mello (2006) identified that job satisfaction increases with age. Sarker and Uddin (2007) found that teachers age and job experience do not have any significant influence on job satisfaction though gender disparities were profound among their responses.

As demographic variable, extant research indicates that marital status has an influence on satisfaction of faculty members, but has inconsistent evidence (Sabharwal and Corley, 2009). However, empirical findings depict that marriage positively influences the satisfaction level of academic staff members (Cetin, 2006).

Sabharwal and Corley (2009) identified Current Working Status (i.e., Rank) was a significant factor with additional control variables for faculty job satisfaction. Contrary to these findings, in a research performed in Northern Cyprus, Eyupoglu and Saner (2009) found no evidence that the degree of job satisfaction is increased by the academic rank of staff members. Furthermore, in the findings of Gurbuz (2007), it was indicated that job satisfactions is positively influenced by job qualifications.

Noordin and Jusoff (2009) found that two hundred and thirty-seven of academics from a public university in Malaysia that in overall the academic staff of the university have a moderate level of job satisfaction. Similarly I. van Ham et al., (2006) found that factors reducing job satisfaction are low income, working hours, administrative load, too much work, not enough time and not enough recognition. Six

dimensions of satisfaction with non-pecuniary job aspects: environmental conditions, health security, effort levels, consideration by others, interest for the job, and job security is been analyzed by Ghinetti (2007).

Pillay(2009) identified low pay, workload and lower chances of promotion for work dissatisfaction among the professional nurses in public and private sector. Only social context of the work make them satisfied, they received intrinsic satisfaction from the patient care. In contrast; private sector nurses are only dissatisfied with their pay.

The impact of Higher Education Commission of Pakistan policies on academic staff and their satisfaction was found inconsistent (Mapesela and Hay, 2005). They found that most of the policies have negative correlation with academic staff performance and their job satisfaction. On the other hand (Katou, 2008) found that HRM policies have a direct positive effect on outcome and organizational performance. The outcomes of organization are related to competence, cooperation with management, cooperation among employees, motivation, satisfaction, commitment and retention. Therefore underlying mechanisms are much important to explore.

Although training and development enhances the skill, knowledge and competencies of the employee but now this concept has gone beyond the traditional interpretation. Learning opportunities were found most influential factors in job satisfaction (Schmidt, 2007). (Jones, Jones, Latreille and Sloane, 2009) argued that job satisfaction increases through workplace training. Training and development programs minimize the gap between actual and desired performance.

Choo and Bowley, (2007) described the contributions of training and development initiatives and opportunities to enhance the skills always increases professionalism, increase employee commitment and job retention.

Performance appraisal is used to evaluate the individual performance (attitude towards work, quality of work, personal achievement, and accomplishing organizational objectives). It is further helpful for compensation policy, career development and keeping the information about relative worth of the employee for the organization (Chand and Katou, 2007).

Salmond (2006) added that the environment within which employees work under determines whether they are satisfied or not. Physical environments covers infrastructure of the institute building, class rooms, furniture and other interior, teacher's room, toilets, computer facilities, telephone, fax, communication and location of the schools etc defined by Tasnim (2006). Physical environment is directly linked with job satisfaction. If one's get positive physical environment he or she may be satisfied with the job. Though opposite i.e. unfavorable working environment creates dissatisfaction added by Tasnim (2006).

An increase in the availability of facilities such as computers and teaching aids increases the probability of job satisfaction (Chimanikire et al., 2007).

Job dissatisfaction creates psychological disorders so that the teachers ability become lower to fulfill the students demand. Job satisfaction creates connection between expectation from his or her job and the things what he or she gain from job. There was not enough research has been done on job satisfaction among physical education teachers (Singh et al., 2009).

Physiotherapy practice from many ages before and first practiced by chines at 3000 BC. Physiotherapy education is spread in the world in different ways. Physiotherapy profession is much more important for patients health promotion, acute care and rehabilitation. To know the professional value and maintain professionalism is very much important among the physiotherapist for their job satisfaction. Physiotherapist have over all knowledge about their profession for differentiate from other medical and allied health care profession. A huge amount of development has been occur in physiotherapy education now a days. Clinical education gives not only clinical knowledge but also professional talents. Higashiguchi said that physiotherapists play a very important role in their work place. To improve the level of job satisfaction it is very important to find out the satisfaction barriers and as well as evaluated the barrier. Physiotherapist have not enough opportunity for developing their professions. Female physiotherapist are not much interested to continue their profession because of lower professional facilities. So, that they are not satisfy about their profession (Rabia, et al., 2013).

Physiotherapy practice encompasses a broad range of activities that include management and research skills, in addition to an expanding range of techniques. Given this breadth of professional activities, the ongoing monitoring of clinical practice is essential from the standpoints of both education and research. Physical therapy services to people and populations to develop, maintain and restore maximum movement and functional ability throughout the lifespan (WCPT, 2012).

Physiotherapy can be described as a branch of applied based on of it's own knowledge, educational methods and a practical application that has an important task for the society. Physiotherapy practice encompasses a broad range of activities that include management and research skills, in addition to an expanding range of techniques. A military physician Dr. Lorenz Gleich first use of the word physiotherapy is found in German Language as the word "Physiotherapie" in 185and Physiotherapists were given official registration by Sweden's National Board of Health and Welfare in 1887 which was then followed by other countries again the word "Physiotherapy" was coined by an English physician Dr. Edward Playter in the Montreal Medical Journal in 1894 after 43 years of the German term "Physiotherapie" (Sharma, 2012).

A specialization in medications, physical therapy and physiotherapy occur during the second half of 19<sup>th</sup> century including various options like manipulation, message, hydrotherapy, balenotherapy, electrotherapy, light therapy, heat and cold (kumar, 2010). Nicholas, et al. (2010) the interest of physiotherapist for defining their professional identity is increased in recent years. Education of physiotherapy over the past few decades. Through out the world has undergone a number of Physiotherapists are educating themselves for many years to become expertise and to have professional status, financial support, and legislative and protection a view of the body that distinguishes them from other practitioners.

Various studies was performed about the perception of physiotherapist among patient and no patient medical practitioner. The interest of physiotherapist for defining their professional identity is increased in recent years. Physiotherapists are educating themselves for many years to become expertise and to have professional status, economic support and legislative and protection a view of the body that distinguishes them from other practitioners (Nicholas, et al., 2010).



Lofty job satisfaction is the key to success of employers and also creates employers interest about their job. So, excellent service is done by the employers. Job dissatisfaction is one of the issues for resign from job and so, they built up their profession in dynamic tricks. So that poor examination perform by them and creates harm to tools. Wei et al said that personal information, age, gender, educational background, professional skills, job experience etc are manipulate the physician in settlement and cities (Young et al., 2016).

Various articles said that there is a absolute relation between job satisfaction and job presentation. All over the world, it is well apprehension on job satisfaction and self confidence of therapeutic practitioners. Health care professionals are in a danger with their profession and they are not completely satisfy with their job than other professions (Emmanuel, 2014).

The poor professional knowledge of physiotherapist which is one of the reason for job satisfaction (Meric at el., 2012). According to Odebiyi (2010) lack of or poor knowledge about a profession may lead to misconceptions about the profession and inter-professional conflicts. Thus, good awareness of the role of physiotherapy in health care delivery may influence its use. The University of Graduation of the physician has been identified as an important factor which may influence physicians' knowledge of physiotherapy. The fact that GPs recognize physiotherapists as competent practioner for the management of musculoskeletal conditions is well documented. The level of this competence has been established formally by studies that examined the knowledge of experienced physiotherapists, identifying that they had higher levels of knowledge compared with medical students and doctors of all grades with the exception of consultant orthopedic surgeons (Childs et al., 2008).

Physiotherapy is a current health care profession which is developed by theoretical and Practical Knowledge in the state of being preserved, development and restoration of optimal physical functions (Odebiyi et al., 2010). In recent years, physiotherapists have been increasingly interested in defining their professional identity (Higgs et al., 2007). Educational outcomes for professions are attained through the socialization of students to the values, attitudes and beliefs of their chosen profession and a commitment to a professional career (Lindquist et al., 2006).

This finding agrees with that of Kerssens and Groenewegen who observed that the majority of the Physicians that agreed that physiotherapist are highly qualified educated from medical schools with physiotherapy training programmers. The knowledge of the role of physiotherapy in health care delivery must have been acquired through the lectures received during their medical training and also through inter-professional clinical interactions with physiotherapists or physiotherapy students during ward rounds and clinical meetings. The possibility of interaction between the respondents and physiotherapy students is higher in universities with physiotherapy training programmers (Odebiyi et al., 2010). Extensive research has been conducted to measure and predict Job satisfaction. However, recent focus is towards the dimension of job satisfaction now (George et al., 2008).

According to different researches organizational commitment, which is the prime area of interest for many researchers, can be influenced affirmatively by job satisfaction (Ho et al., 2009). It has been noticed that there is a disparity between pay structures of the younger and experienced employees. Research has shown that most young workers are satisfied with the salary they have, but experienced workers are not paid according to their functions so the wage structures require further attention (Khan et al., 2011). This disparity does not bring good results for the organizations. Intensity of job satisfaction depends on the discrepancy of expectations of person, what he or she wants and what he or she gains (Castle et al., 2007).

Job satisfaction is an extent to which employee feels positively or negatively about different aspects of job e.g. job conditions, timing, structure, compensation, tasks, and relationship with co-workers and responsibilities (Omme et al., 2009). Employees satisfaction results in pleasant environment in an organization (Khan et al., 2011).

Pay is thought to be a key factor behind job satisfaction besides promotion, recognition, job involvement and commitment. Job satisfaction is a feeling of an employee about his job (Kamal et al., 2009). The management should give priority to its human resources who play a vital role to give a competitive edge to the organization (Khan et al., 2011).

Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Changes in rewards and recognition can bring a definite

change in work motivation and satisfaction. It is confirmed that the strong positive effects of rewards and recognition on job motivation and satisfaction (Ali and Ahmed 2009). Same applied with the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition (Satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results. Performance can be judged through a single yard stick and that is behavioral dimensions of an employees. There are no rules by which unusually good actions could be gauged, and it can be pleasant behavior, helping colleagues or punctuality ( Ali and Ahmed, 2009).

Teachers are judged for their professional competence. In the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. Intrinsic rewards and extrinsic rewards are usually correlated. However there is not direct relation between admirations of the workers and their willingness to work if their pay is not good enough. Therefore there is no value of intrinsic rewards like acknowledgements, admirations and authorizations when there are no extrinsic rewards (Hafiza et al., 2011).

Job satisfaction refers to one person's feelings regarding the nature of the work and can be influenced by different factors; such as the relationship with the supervisor, the quality of the working environment, the motivation system etc. (Nicolescu et al., 2009).

Owens (2006) faculties with higher level of commitment also had a higher level of turnover cognitions. Commitment has a major and constructive influence on job performance and on retaining workforce. More committed tutor will perform better at their job than compared to that of the less committed tutors who might not interested in doing their work with full enthusiasm. Saraji and Dargahi (2006) concluded that quality of work life is important to retain the faculties. It is university level program aimed at developing job satisfaction that is to give right income for the good amount of work, which enables faculties to adapt easily to the work environment. Disappointment with quality of work life may affect faculties irrespective of their

positions. When the universities starts to identify that the faculties have their lives apart from work, trust and loyalty among faculties is created.

Abeid (2007) assessed the relationship between demographic and work variables and job stress. Sarmah et al., (2012) conducted research on job stress among Secondary School Teachers. Work stressors can be identified in almost all jobs teaching is not an exception. Khoury and Analoui (2010) found that the determinants of work stress were little or no support from management, lack of appreciation and benefits, limited participation in decision making, work overloads and employers being not very kindhearted in guiding how to cope with stress. Salleh et al.,(2008) while conducting research on work stress in furniture industry found five key antecedents to job related stress i-e., support, adaptability, job security, conflict and integrity and concluded that these predictors have the potential of affecting job stress. Integrity was found having inverse relationship and highest correlation with job stress. Among the many factors causing stress; work overload, lack of resources and lack of coordination and comfort with the immediate supervisor and with colleagues causes more of the work stress as compared to the other sources (Kazmi et al., 2008).

Bhanugopan, et al. (2008) it is found in the study that one of the most important factors that were supposed by the respondents is the safe and healthy working environment. Roelen, et al. (2008) identified 11 factors related to job satisfaction: work content (particularly variety in the skills and complexity of a job), autonomy, growth/development (training or education), financial rewards, promotion (career advancement), supervision, communication, co-workers, meaningfulness, workload and work demands. (Wilson, 2010) studied the level of job satisfaction as the impact of a number of variables broadly based on Herzberg's two-factor theory such as faculty engagement, performance management, organizational change and general conditions of employment. All studies confirmed the relationship between financial rewards and satisfaction. The study of job satisfaction in Greek Universities resulted that Greek academics are moderately to quite satisfied with their job, as well as the academics across eight nations (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, UK, USA) that reported the same levels of job satisfaction (Pouliakas, 2010).

According to Maike et al., (2010) “Time is such a scarce source, flexible arrangements are a top indicator of work life equality and employee satisfaction.”

According to Lisa (2008) “conflict between work and family was found to be a factor in many family problems such as depression alcohol use and job satisfaction.” The balance between work and family affects every employee differently and the ability to manage these factors depends on the individual. Many teachers may be in this situation and these factors could influence their level of job satisfaction as measured in this survey. Finally the Promotional opportunities in job have been found a contributor to job satisfaction.

Vasilios and Kosteas (2009) describes that “Some workers might enjoy the increase in authority over co-workers that often accompanies a promotion. Given all of the dimensions in which promotions can affect workers’ careers and compensation, relatively little attention has been paid to the importance of promotions as a determinant of job satisfaction. Promotions are also an important aspect of a worker’s career and life, affecting other facets of the work experience.

In Bangladesh physiotherapy education is also in a move and there are six institutes running the physiotherapy course changes. Physiotherapists are educating themselves for many years to become expertise and to have professional status, financial support, and legislative and protection a view of the body that distinguishes them from other practitioners (Nicholas et al., 2010).

### **3.1 Study design**

A cross-sectional survey among physiotherapy teachers were conducted to find out the job satisfaction of physiotherapy faculties in Dhaka.

### **3.2. Study settings**

Following institutes were my study areas which were in Dhaka, Bangladesh:

- Bangladesh Health Professions Institute (BHPI), Savar, Dhaka.
- State College of Health science (SCHS), Dhanbomdi, Dhaka.
- National Institute of Traumatology Orthopedic Rehabilitation (NITOR, Sher-e-bangla Nagar, Dhaka)
- SAIC Institute of Medical Technology(SIMT), Mirpur, Dhaka.
- Institute of Health Technology (IHT), Mohakhali, Dhaka.
- GonoBishwabidyalay, savar, Dhaka.

### **3.3 Population**

All physiotherapy teachers from 6 different institutes of Dhaka, Bangladesh were my study population.

### **3.4 Sample**

Almost all physiotherapy teachers from 6 different institutes of Dhaka, Bangladesh were my study sample but my sample was 30 according to my inclusion and exclusion criteria.

### **3.5 Sampling procedure**

Sampling procedure was Convenience sampling.

### **3.6 Inclusion criteria**

- Physiotherapy teachers of from different institutes in Dhaka.
- Male and female both were my participants.
- Teachers who were willingly participate.

### **3.7 Exclusion criteria**

- Teachers who were not interested to my topic and disagree to participate.
- Teachers who were on leave on my data collection period.
- Who was miss consecutive three appointments.

### **3.8 Data collection**

The base of any study was data collection. This study had followed all rules of data collection including method of data collection, materials used for data collection and procedure of data collection.

#### **3.8.1. Data collection tools**

Consent paper, paper, pen, computer, file, Semi structured questionnaire and printer.

#### **3.8.2. Data collection procedure**

Data was collected through a questionnaire with physiotherapy teachers.

#### **3.8.3 Questionnaire**

For data collection a semi structured questionnaire was used to find out the job satisfaction of physiotherapy teachers.

### **3.9. Pilot study**

Before the researcher could undertake final study, the researcher performed a pilot study because this helped the researcher to refine the data collection plan. The aim of this pilot study was to find out the way to do this research. Researcher selected 1 week for pilot study and was visited any of the physiotherapy institutes in Dhaka and saw was there any modification needed of the data collection procedure or tools. The important of pilot study is, “The efficiency, validity and effectiveness of intervention can be then evaluated” (Ritson et al., 1996).

### **3.10 Ethical Consideration**

A research proposal was submitted for approval to IRB and proposal was approved by IRB. After the proposal was approved to carry on with the study the researcher had moved the study.

The researcher took permission from participant's before that every participant's were informed about the aim and objective of the study. Researcher had ensured the confidentiality of all participants like, it was ensured that, the actual name of participant was hidden from others. Anonymity was ensured throughout, with the use of identification number for each participant (such as P-1, P-2 .....). It was being explained to the entire participant that their personal identity will be kept confidential, their name & address would not be written. All the information about participant will be kept in a locker. It was explained that there would be no potential or any other risk to them resulting from participate in the research. The researcher was explained about participant's right to them. Finally the study was reviewed & approved by the authorities.

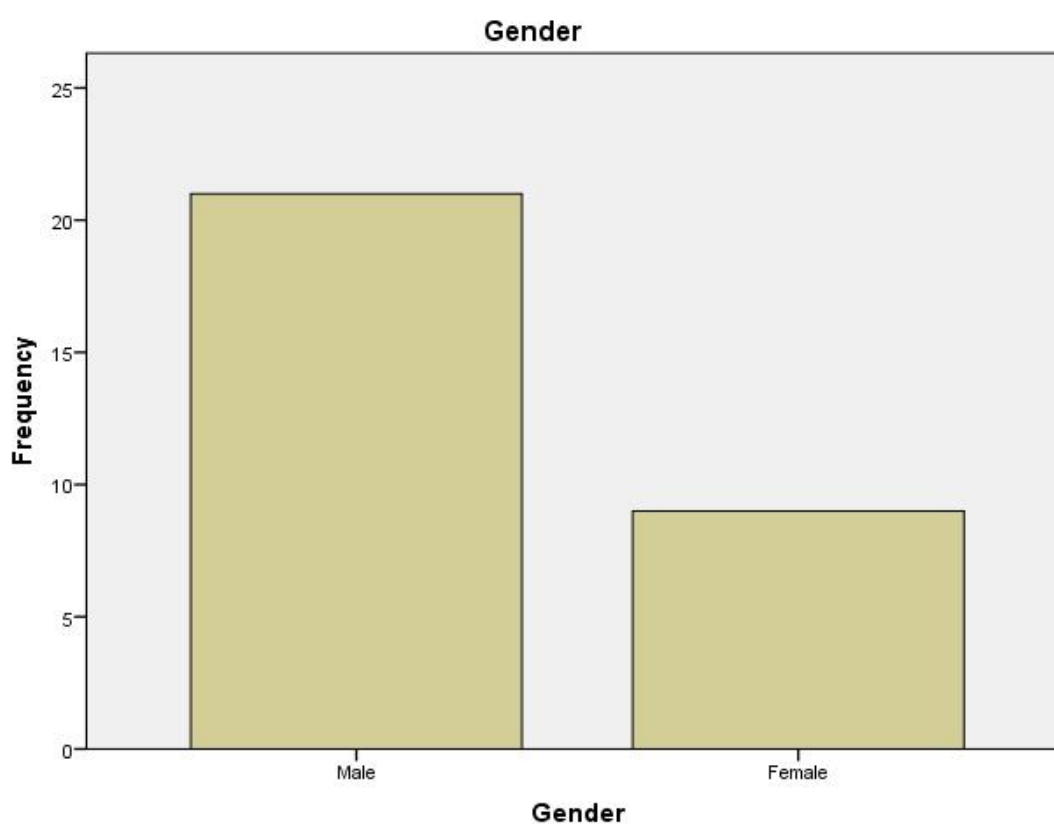
### **3.11 Informed consent**

The participants were informed verbally about the title, aims & purpose of the research project and also given consent form mentioned in appendix. They had received a clear description of the study and aware that the research is the part of the study process; they would take part as volunteer. Before participating in the study the researcher had provided them a written consent form to sign. The researcher had also



signed in the consent form. The participant informed clearly that their information might be published but their personal identify would be kept confidential.

This chapter present and discuss the study findings obtained for the data collected in relation to objectives of the study as to find out the job satisfaction of physiotherapy teachers in Dhaka. A total of 30 questionnaires were distributed to 30 participants as per our inclusion criteria. After data collection all 30 data were entered in the SPSS software and provide descriptive statistics. Findings show that 30% of the respondents were female and 70% of them were male.



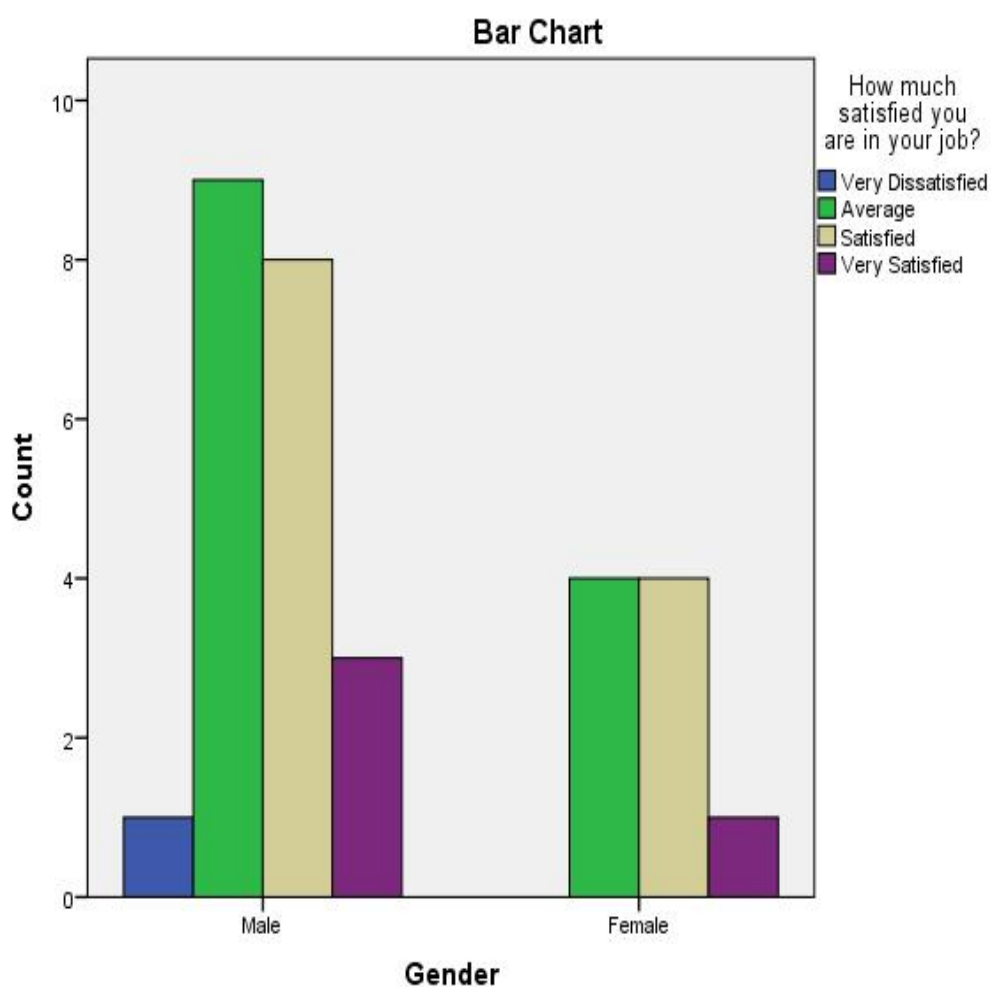
**Figure 1: Gender ratio of the participants.**

However the findings from the gender ratio show that female teachers are very less from male teachers. The reasons behind this nature were more females are not interested to contribute professionally in physiotherapy after the completion of their form certificate In addition, the previous research findings indicated that female and male teachers differed significantly in their job satisfaction levels (Bishay 1996).

These findings are not consistent with the current findings. However, these findings do not imply that female physiotherapy teachers in Dhaka do not enjoy the same salaries as their male colleagues.

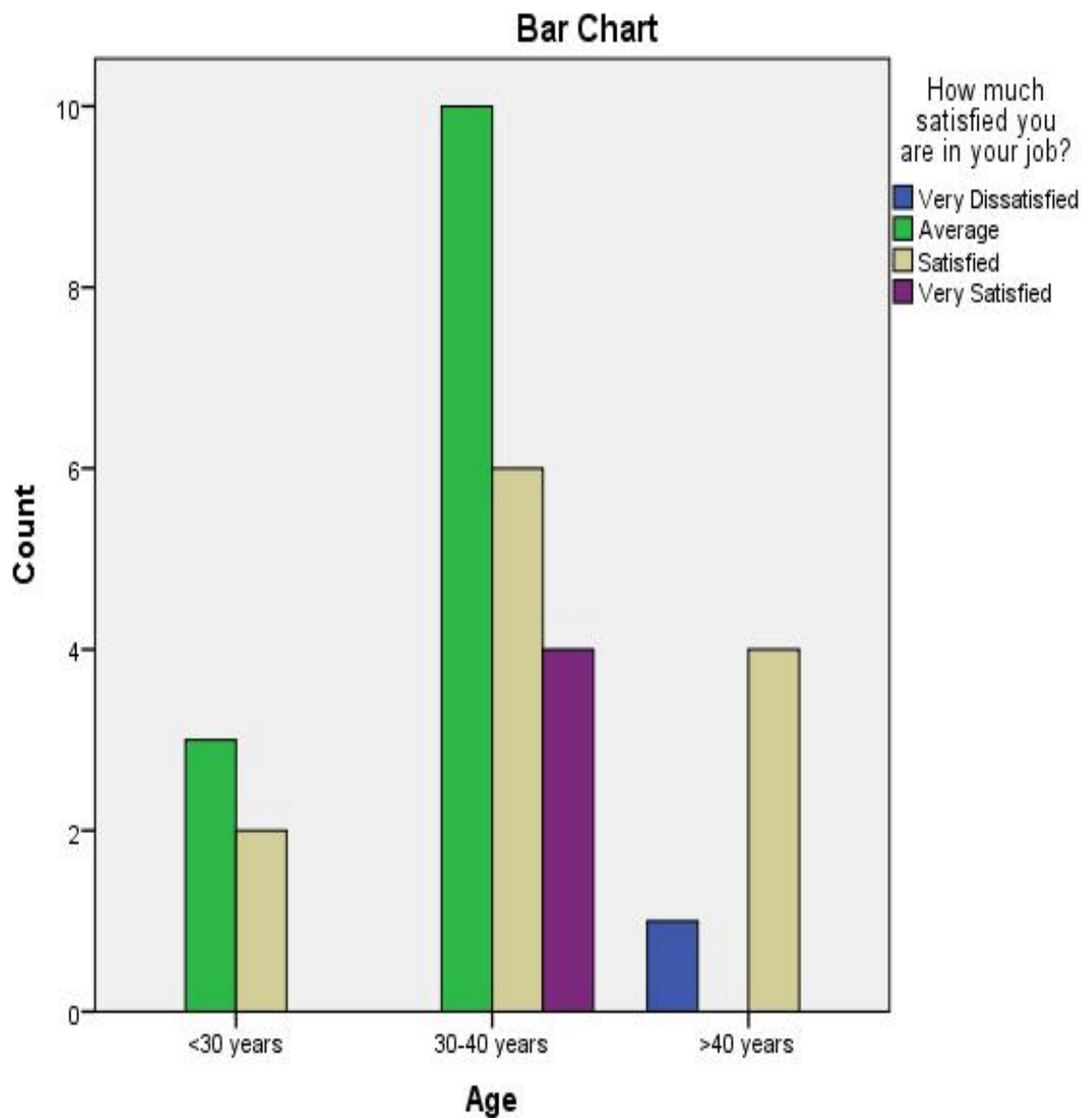
**Table 1: Level of satisfaction in relation to gender**

		How much satisfied you are in your job?				Total
		Very Dissatisfied	Average	Satisfied	Very Satisfied	
Gender	Male	1	9	8	3	21
	Female	0	4	4	1	9
Total		1	13	12	4	30



**Figure 2: Relationship between Gender & Job satisfaction.**

The respondents age range from 25 to 48. The study shows that the maximum working age is 48 years. Among all participants (N=30), the highest percentages were obtained by the 30 to 40 years of age which is 66.7% (n=20) were age where as 16.7% (n=5) were below 30 years of age and 16.7% (n=5) were over 40 years of age. The age was included because it would provide required information about the level of job satisfaction. The young and older age indicated dissatisfaction while the middle age indicated satisfaction. The results of this study reveal that teachers differ significantly in satisfaction in relation to age.

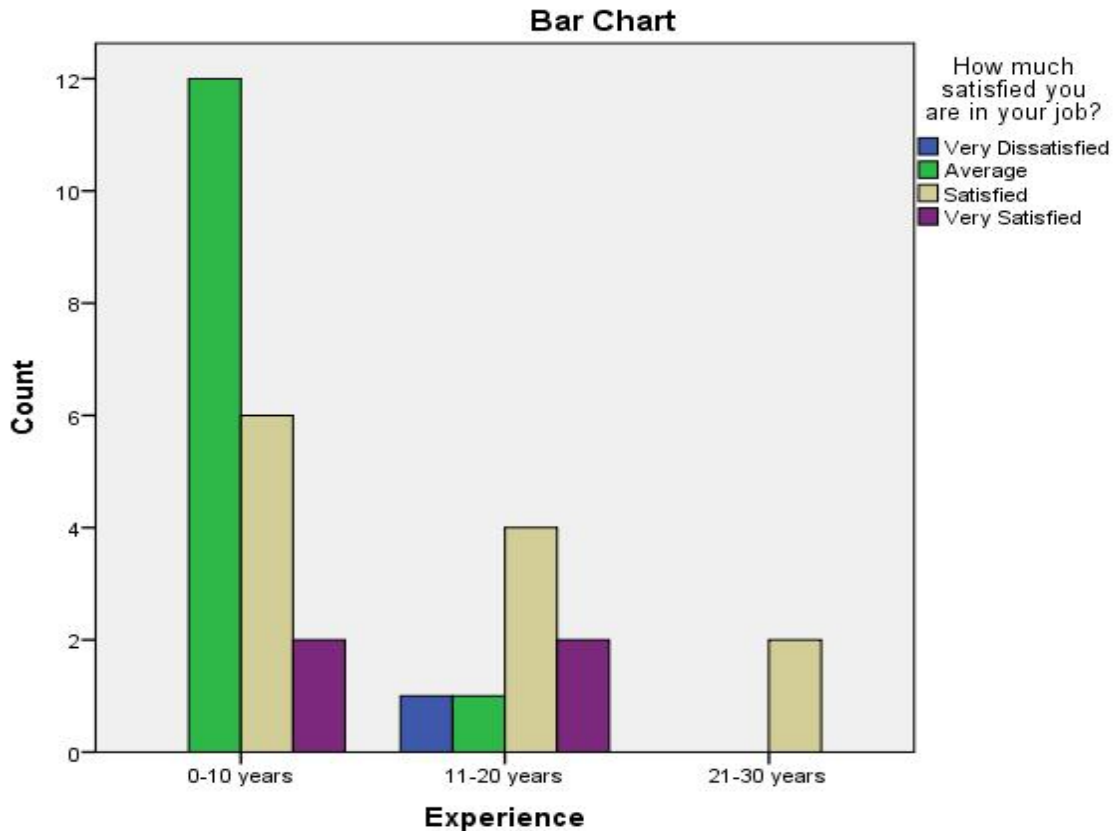


**Figure 3: Relationship between Age & Job satisfaction of the participants.**

**Table-2: Level of satisfaction in relation to age**

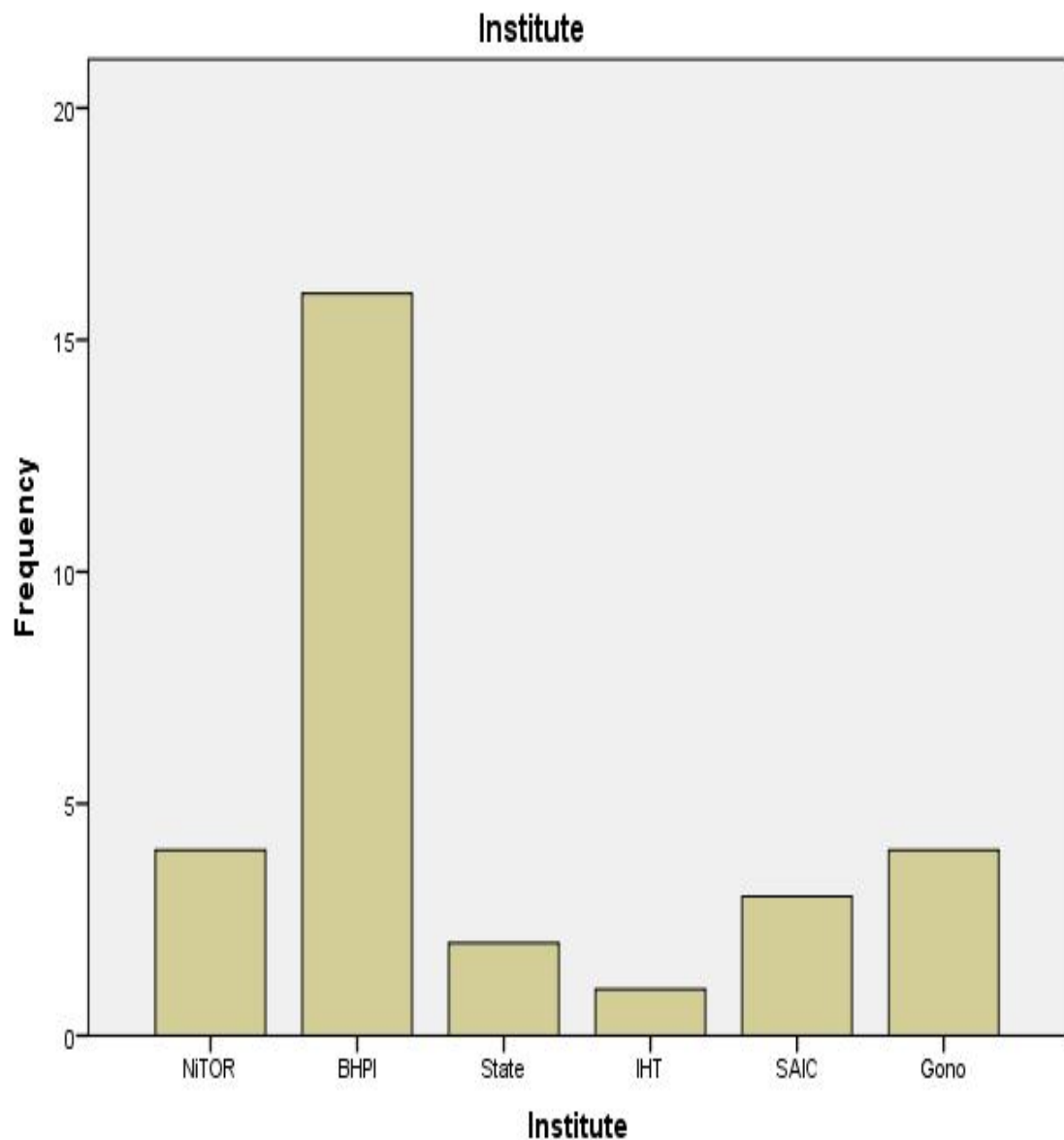
	How much satisfied you are in your job?				Total
	Very Dissatisfied	Average	Satisfied	Very Satisfied	
<30 years	0	3	2	0	5
Age 30-40 years	0	10	6	4	20
>40 years	1	0	4	0	5
<b>Total</b>	<b>1</b>	<b>13</b>	<b>12</b>	<b>4</b>	<b>30</b>

Among all participants (N=30), the highest percentages found by the  $\leq 5$  years of experience teachers that was 40% (n=12); whereas 06-10 years of experience found 16.67% (n=5), 11-15 years of experience found 16.67% (n=5), 16-20 years of experience found 16.67% (n=5), 21-25 years of experience found 3.33% (n=1), 26-30 years of experience found 6.67% (n=2).



**Figure 4: Relationship between experience & Job satisfaction.**

Among all participants (N=30), the highest percentages were obtained from BHPI which was 53.3% (n=16), whereas 13.3% (n=4) were participated from NITOR, 13.3% (n=4) participated from Gono Bishwavidlay, 10% (n=3) participated from SAIC, 6.7% (n=2) from State College of Health Science and only 3.3% (n=1) participated from IHT.



**Figure 5: Working Institutes of the participants.**

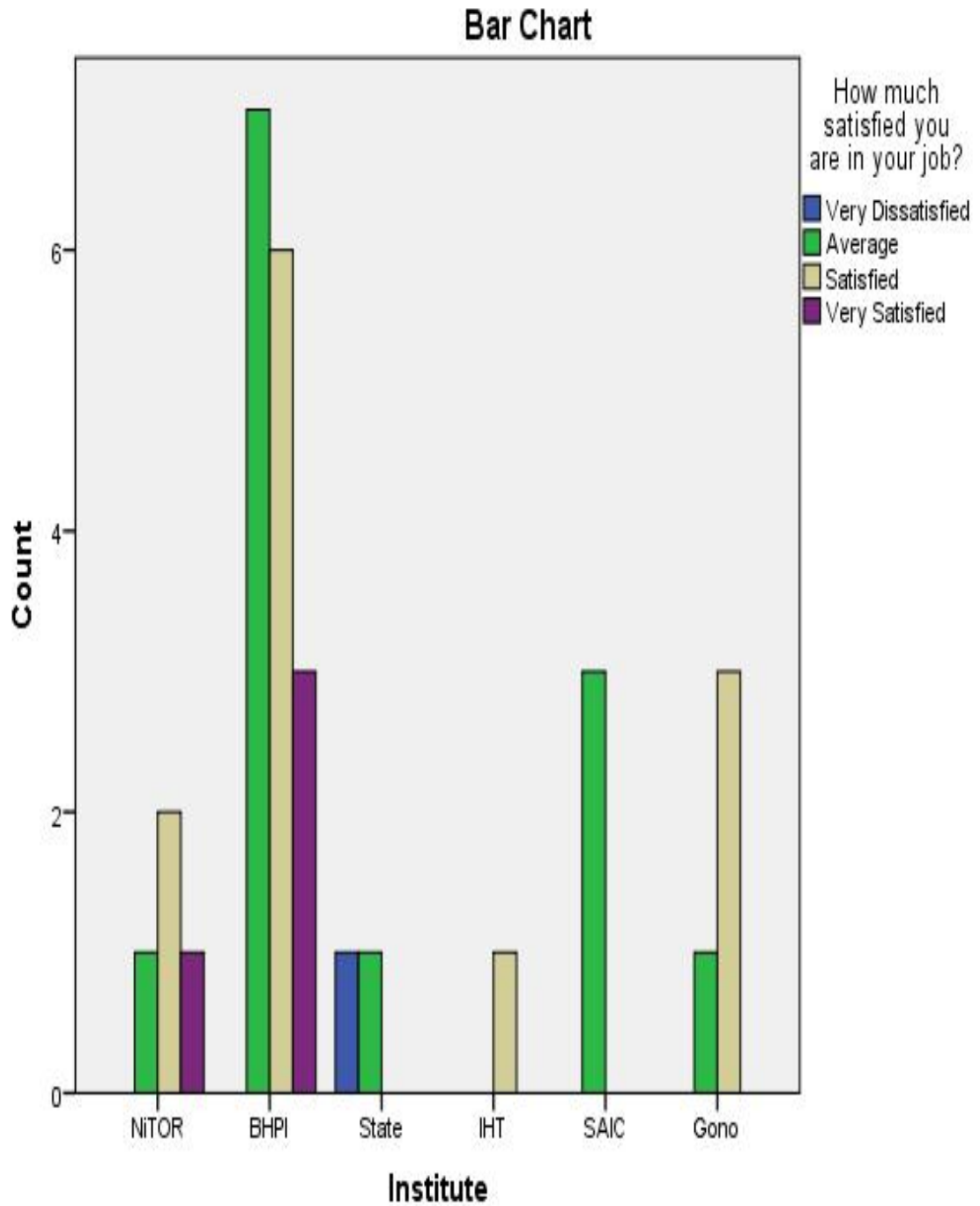
Research finding analysis showed that physiotherapy teachers from BHPI are more satisfied than other five physiotherapy institutes in Dhaka. There was no other literature found to support the particular finding.

**Table-3: Level of satisfaction in different institute**

Institute	How much satisfied you are in your job?				Total
	Very Dissatisfied	Average	Satisfied	Very Satisfied	
NITOR	0	1	2	1	4
BHPI	0	7	6	3	16
State	1	1	0	0	2
IHT	0	0	1	0	1
SAIC	0	3	0	0	3
Gono	0	1	3	0	4
<b>Total</b>	<b>1</b>	<b>13</b>	<b>12</b>	<b>4</b>	<b>30</b>

However, these findings do not imply that physiotherapy teachers from BHPI than other institutes in Dhaka. In fact, BHPI offers the large number of teaching staff in Physiotherapy course in Bangladesh. Perhaps participating more than one half of the

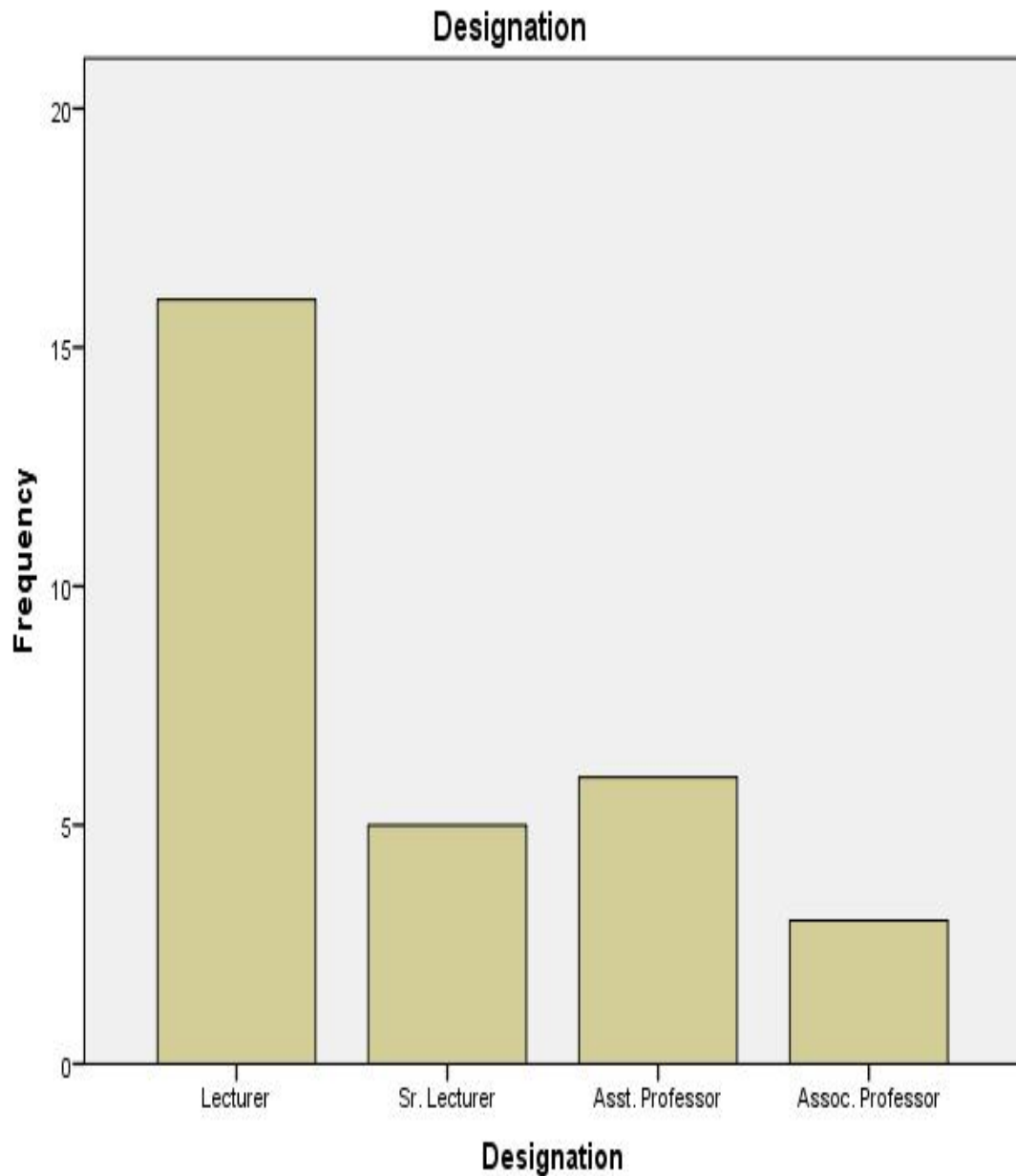
total participants may imply this finding or geographical location with security and other important services feels comfortable that contribute to job satisfaction.



**Figure 6: Relationship between Institutes & Job satisfaction.**



Among all participants (N=30), the highest percentages were obtained by the lecturers which was 53.3% (n=16) whereas 16.7% (n=5) were senior lecturer, 20% (n=6) were Assistant professor and 10% (n=3) were Associate professor.

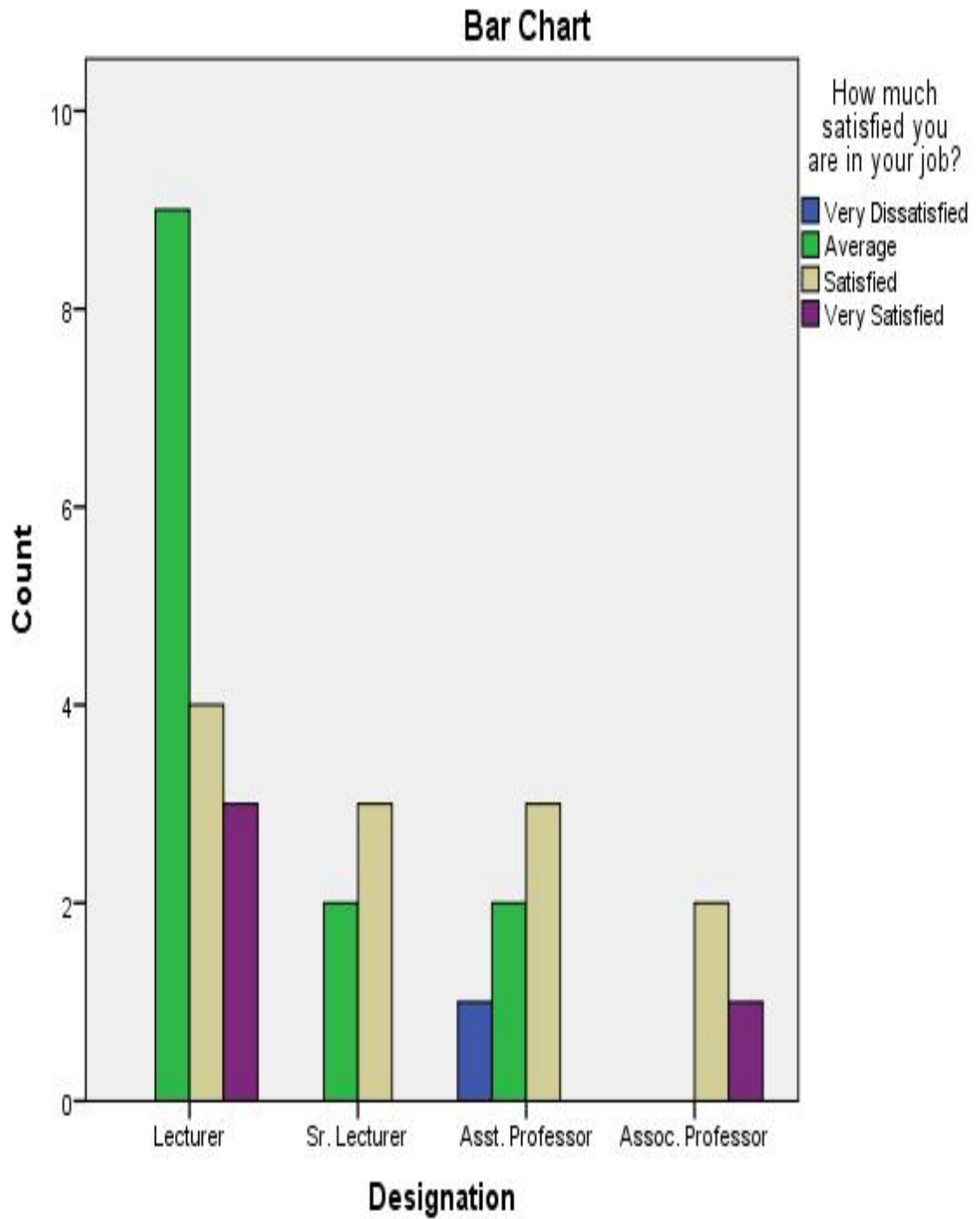


**Figure 7: Designation of the participants**

Research findings showed that there was no professor in physiotherapy among the participants whereas more than half of the participants found who were working as lecturers in those six physiotherapy institutes in Dhaka. In response to the job satisfaction questionnaire lecturers found more dissatisfied than the superiors. The findings of this study indicate that physiotherapy teachers' job satisfaction diverged significantly in relation to designation. These results are in line with Greenberg and Baron (1995) who argue that long serving employees were more satisfied with their jobs than employees with few years.

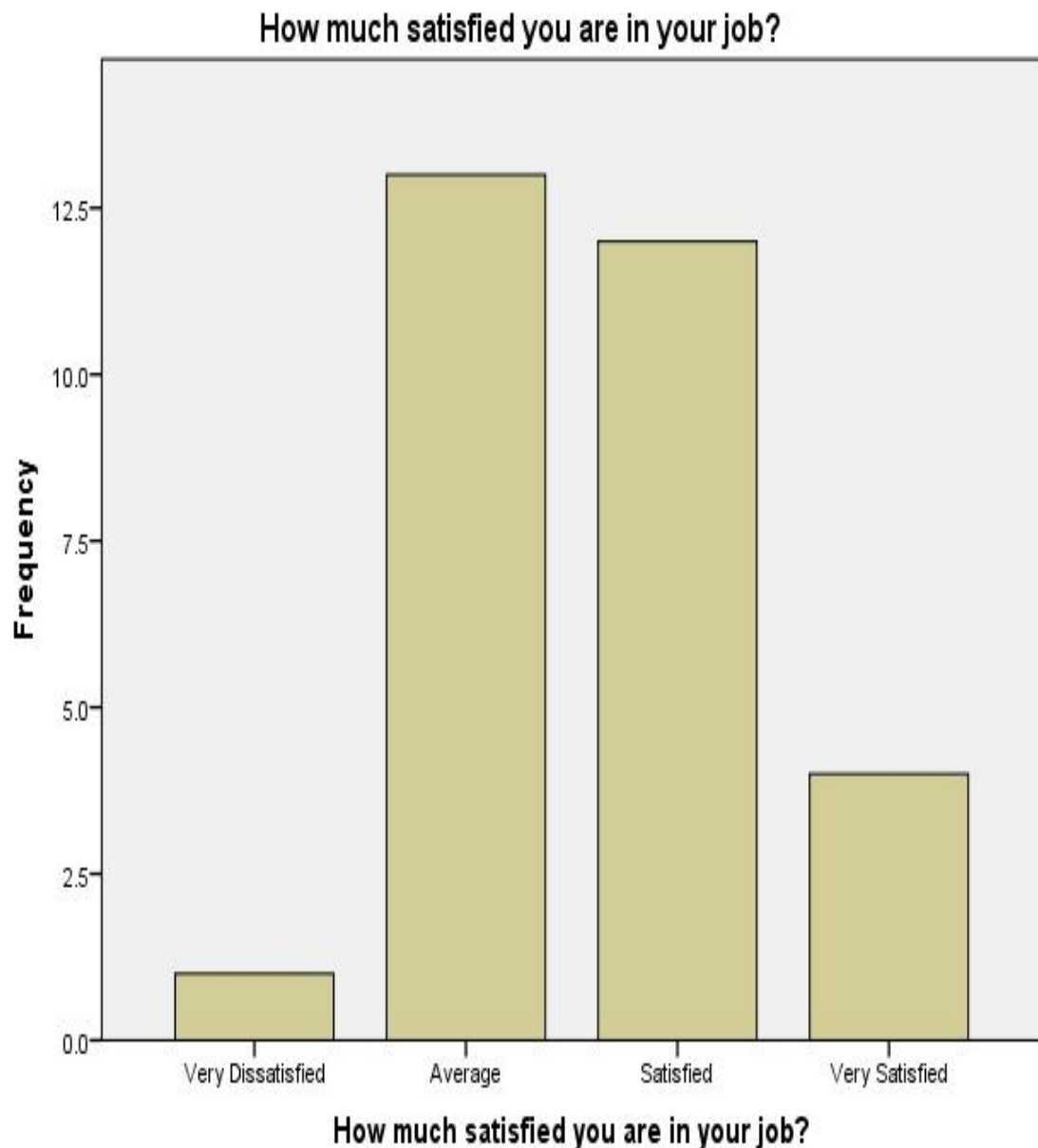
**Table-4: Level of satisfaction in relation to Designation**

Designation	How much satisfied you are in your job?				Total
	Very Dissatisfied	Average	Satisfied	Very Satisfied	
Lecturer	0	9	4	3	16
Sr. Lecturer	0	2	3	0	5
Asst. Professor	1	2	3	0	6
Assoc. Professor	0	0	2	1	3
<b>Total</b>	<b>1</b>	<b>13</b>	<b>12</b>	<b>4</b>	<b>30</b>



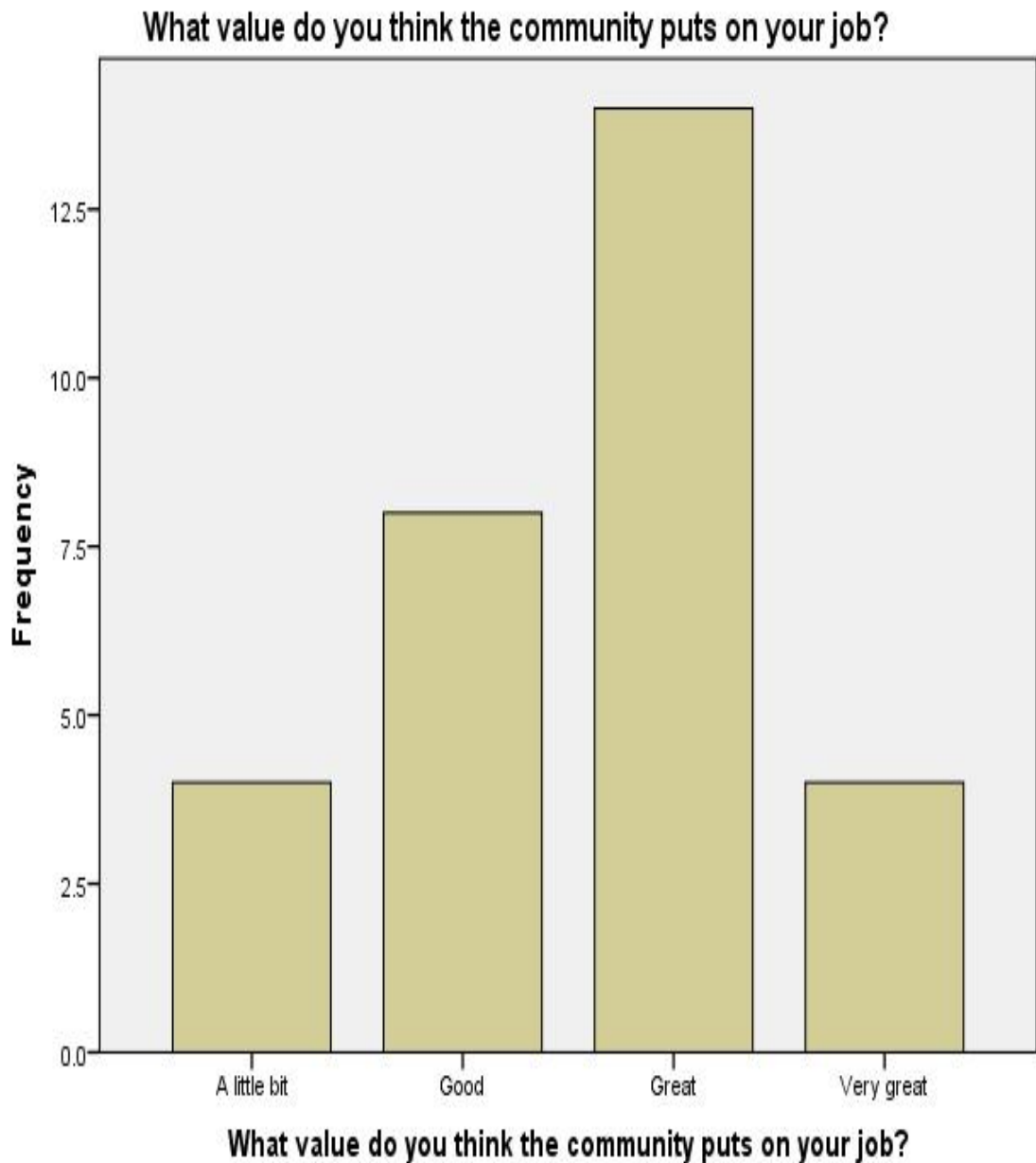
**Figure 8: Relationship between Designation & Job satisfaction of the participants.**

Among all participants (N=30), the percentages were obtained from 3.3% (n=1) were very dissatisfied, whereas 43.3% (n=13) were Average, 40% (n=12) were satisfied and 13.3% (n=4) were very satisfied with their job. This finding reveals that the physiotherapy teachers are average satisfied doing teaching at different institutes in Dhaka.



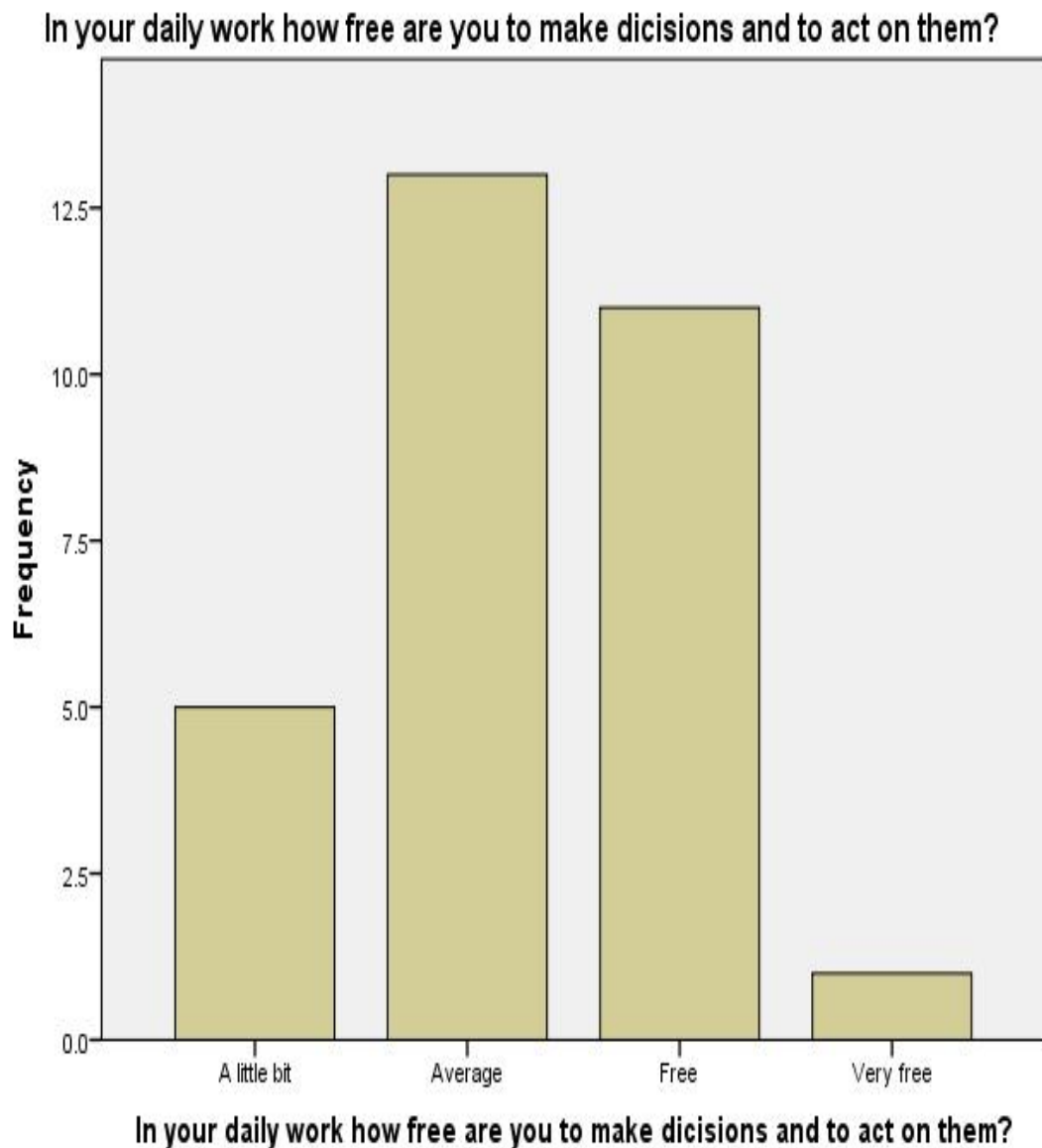
**Figure 9: Overall Job satisfaction of the physiotherapy teachers in Dhaka.**

In response to figure out the value from the community 13.3% (n=4) thought ‘a little bit’, whereas 26.7% (n=8) thought ‘Good’, 46.7% (n=14) marked ‘Great’ and 13.3% (n=4) thought the community put ‘very great value’ community puts on their job.



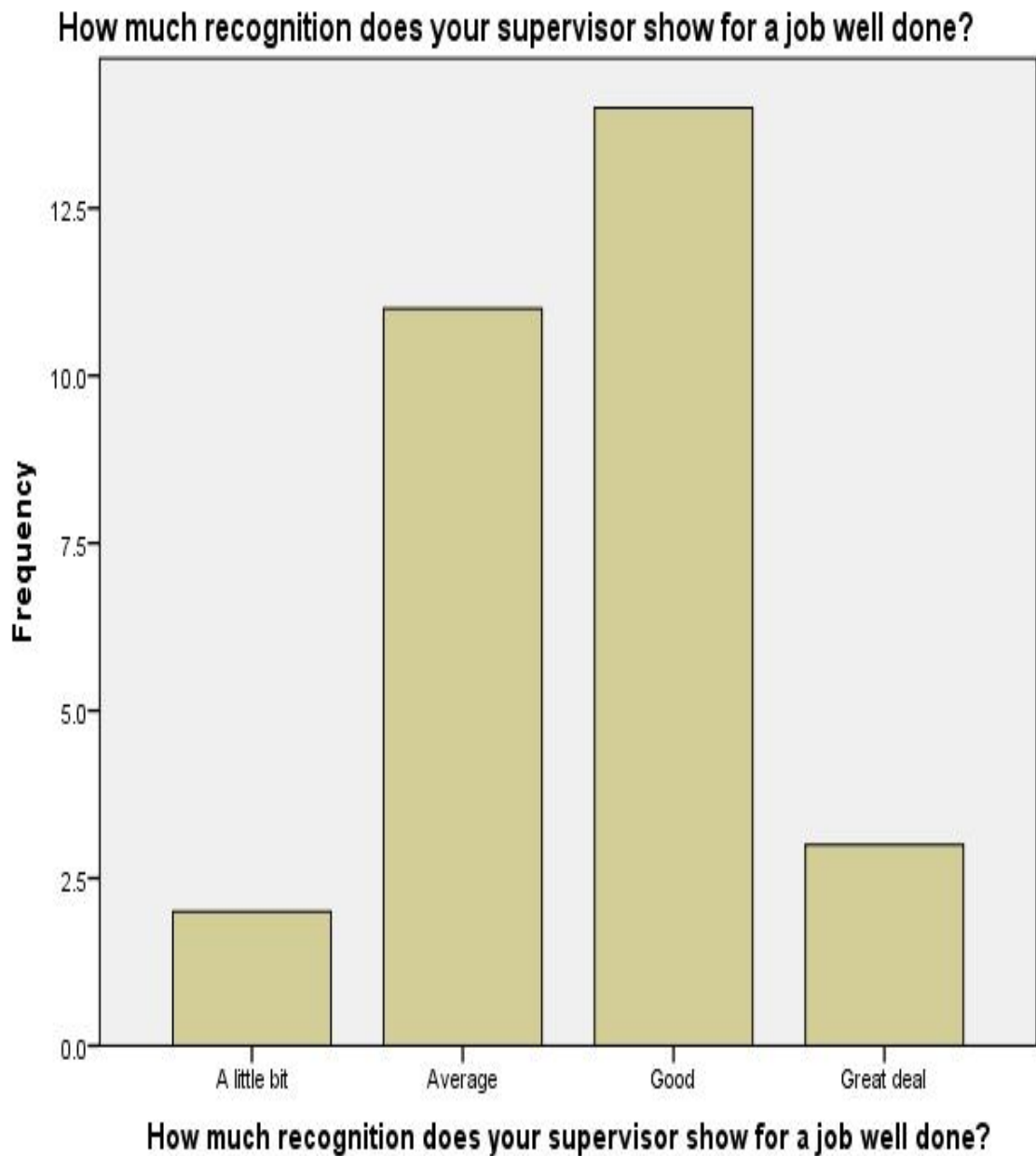
**Figure 10: Responses on Values getting from the community by the physiotherapy teachers**

Among all participants (N=30), the percentages were obtained which was 16.7% (n=5) were A little bit, whereas 43.3% (n=13) were Average, 36.7% (n=11) were Free and 3.3% (n=1) were Very free to make decisions and to act on them in their daily work.



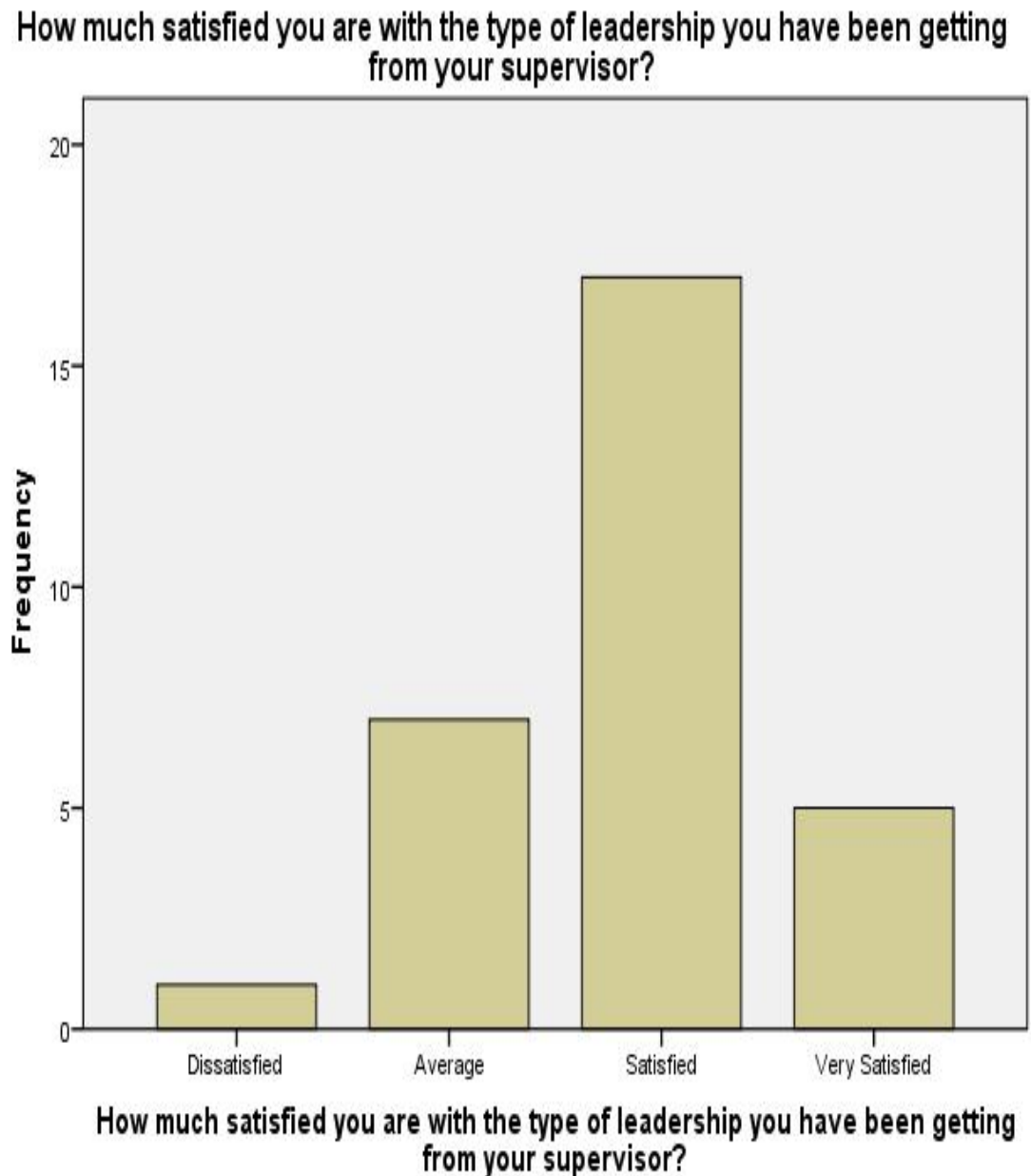
**Figure 11: Decision making autonomy of the participants.**

Among all participants (N=30), the highest percentages were obtained which was 46.7% (n=14) were Good, whereas 36.7% (n=11) were Average, 10% (n=3) were Great deal and 6.7% (n=2) were A little bit recognition their supervisor showed them for a job well done.



**Figure 12: Recognition of the participants from the supervisor.**

Among all participants (N=30), the highest percentages were obtained which was 56.7% (n=17) were Satisfied, whereas 23.3% (n=7) were Average, 16.7% (n=5) were Very satisfied and 3.3%(n=1) were Dissatisfied with the type of leadership they have been getting from their supervisor .



**Figure 13: Leadership opportunity in Job satisfaction of the participants**



Among all participants (N=30), the highest percentages were obtained which was 40% (n=12) were Good, whereas 40% (n=12) were Average, 13.3%(n=4) were Great deal and 6.7%(n=2) were A little bit extent they got to participate in the supervisory decisions that affect their job.

To what extent do you get to participate in the supervisory decisions that affect your job?

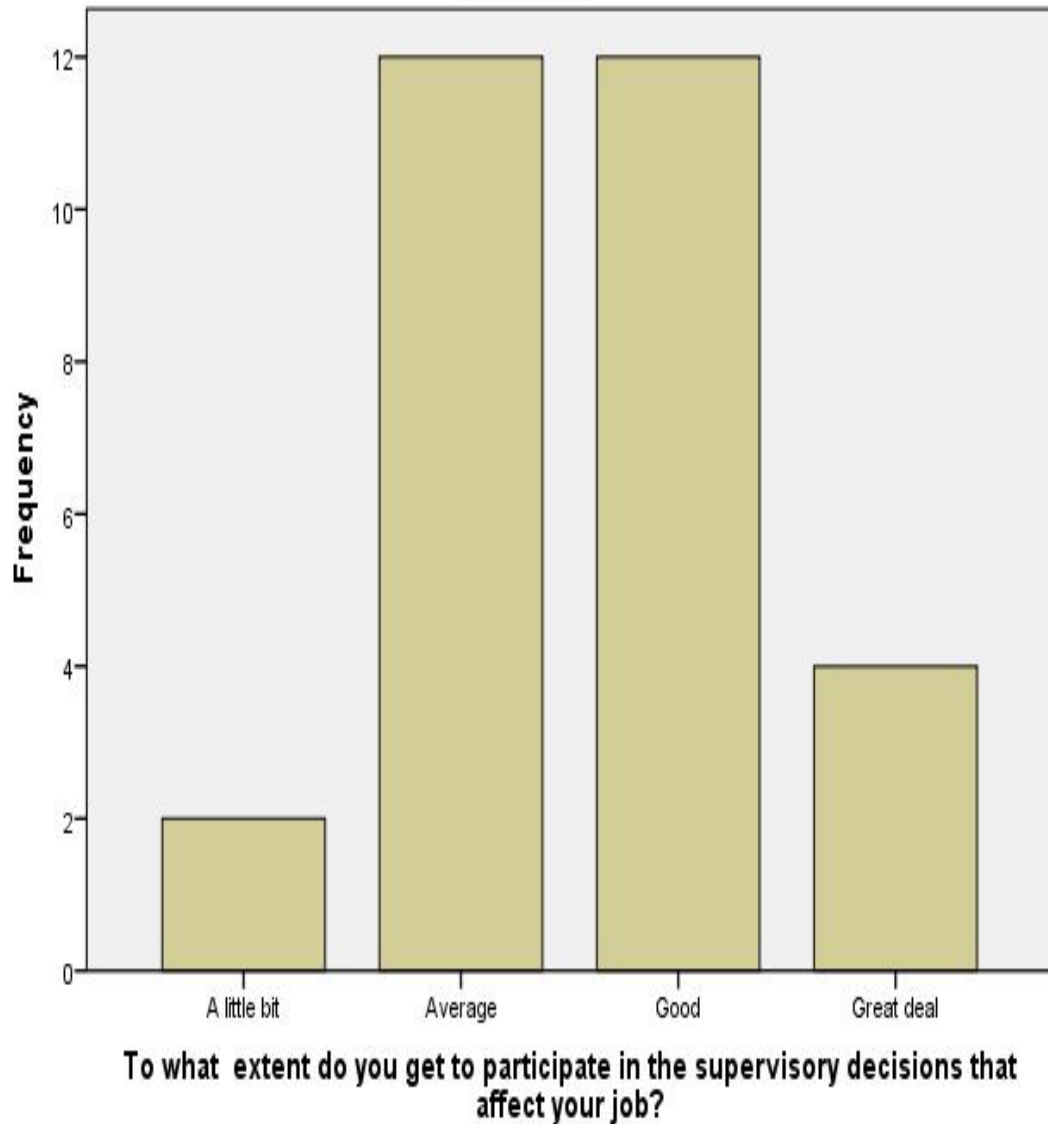
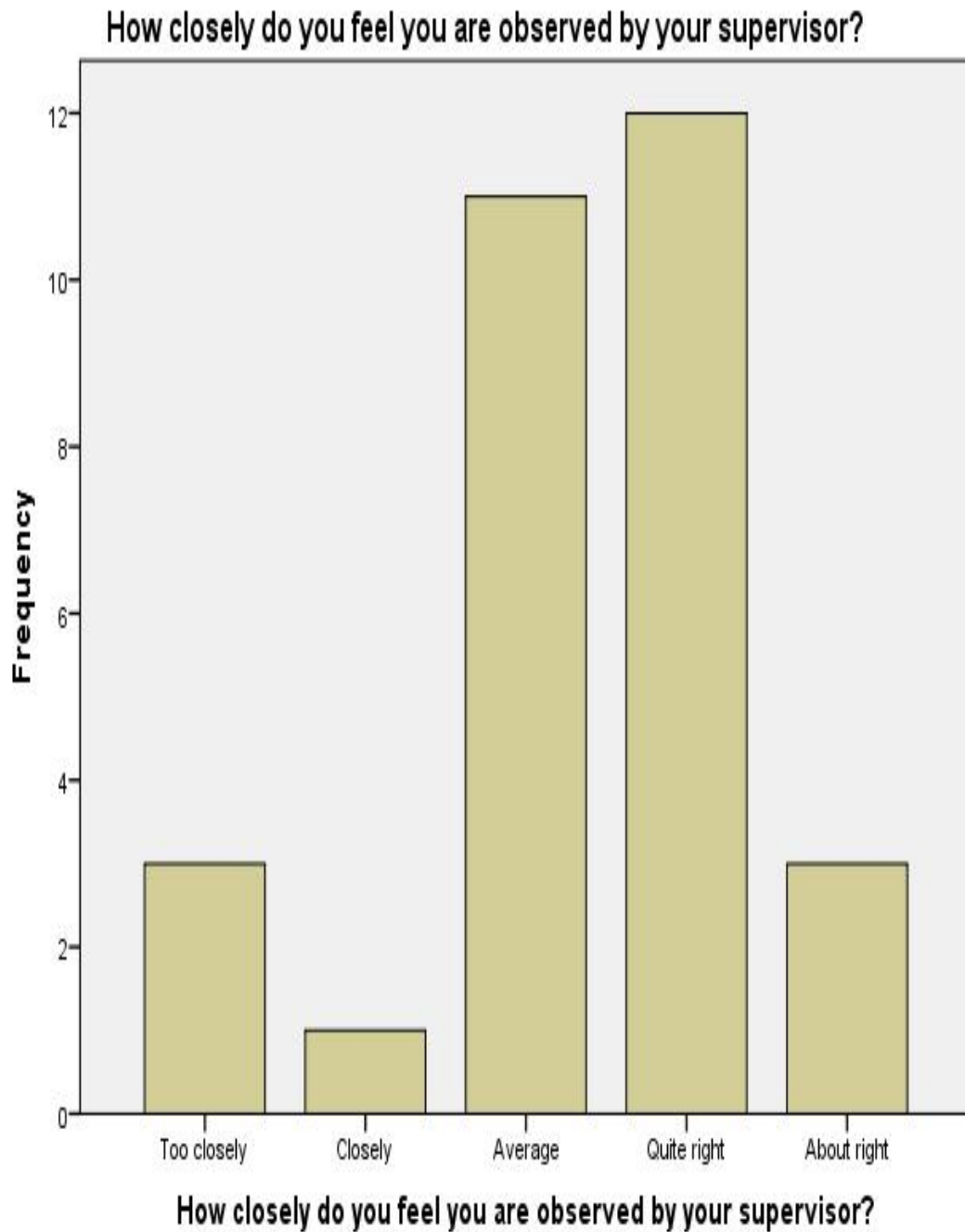


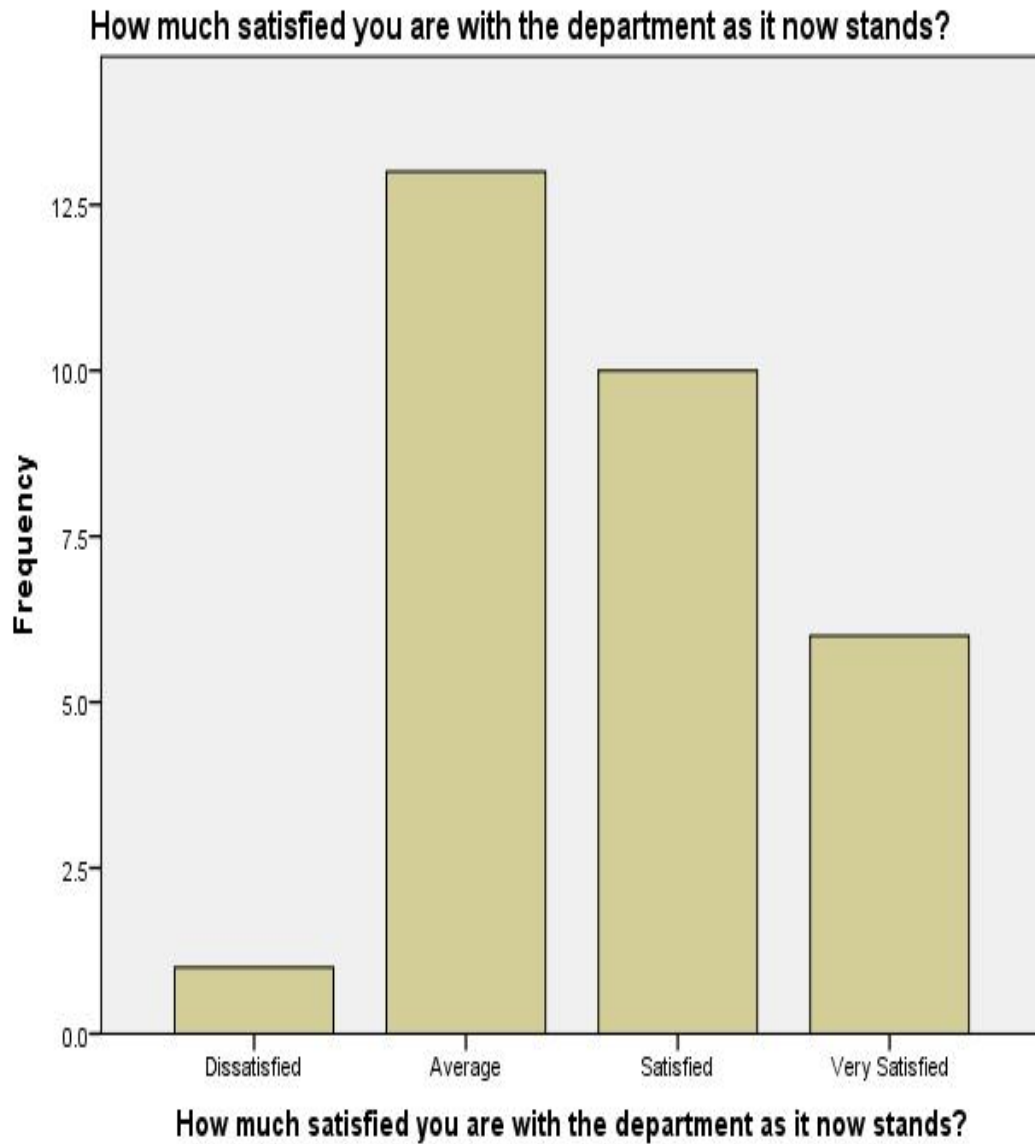
Figure 14: Participation on the supervisory decision of the participants.

Among all participants (N=30), the highest percentages were obtained which was 40% (n=12) were Quite right, whereas 36.7% (n=11) were Average, 10% (n=3) were Too closely and 3.3%(n=1) were Closely observed by their supervisor.



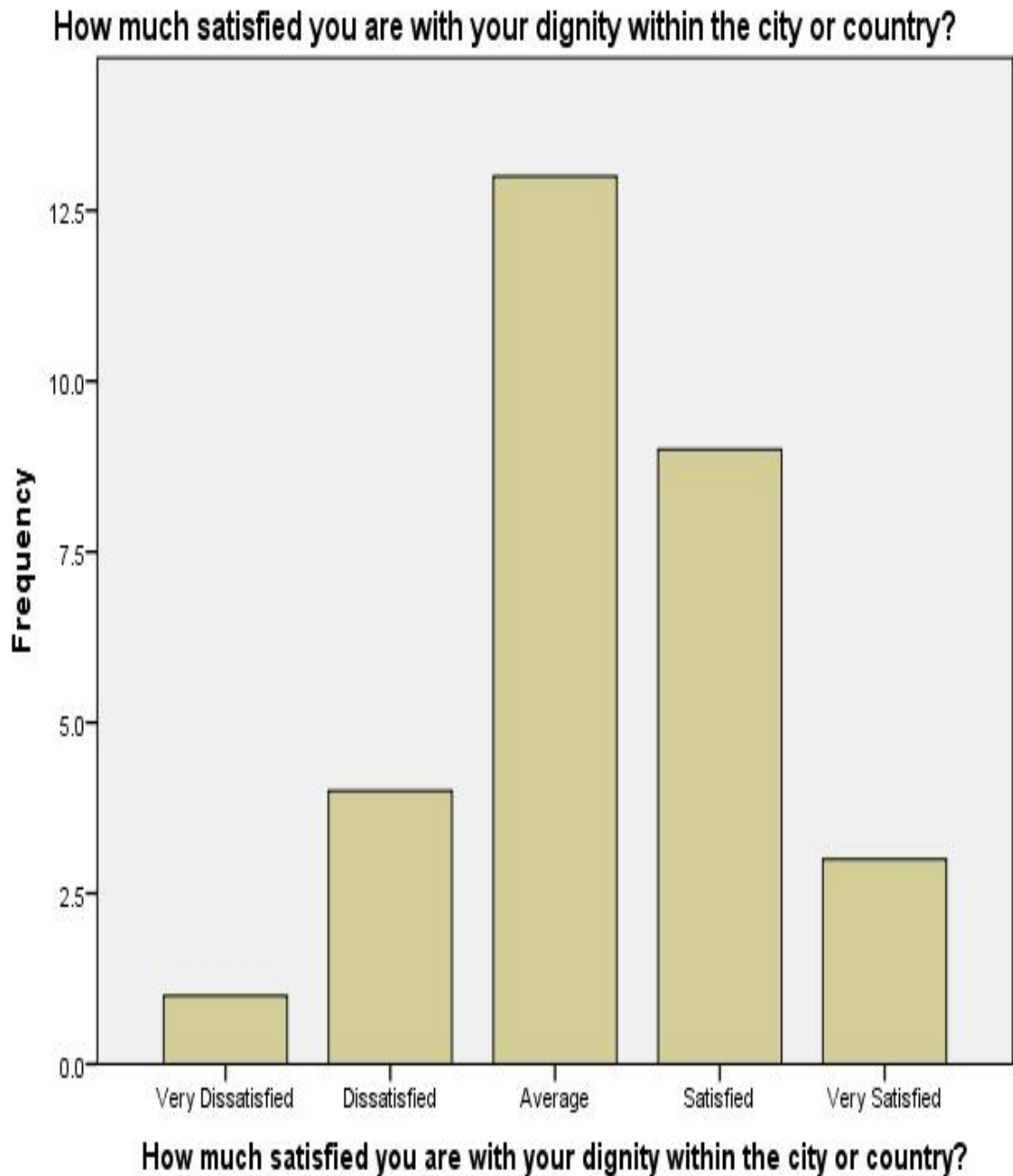
**Figure 15: Supervisor's close observation to the participants**

Among all participants (N=30), the highest percentages were obtained which was 43.3% (n=13) were Average, whereas 33.3% (n=10) were Satisfied, 20% (n=6) were Very satisfied and 3.3%(n=1) were Dissatisfied with the department as it now stands.



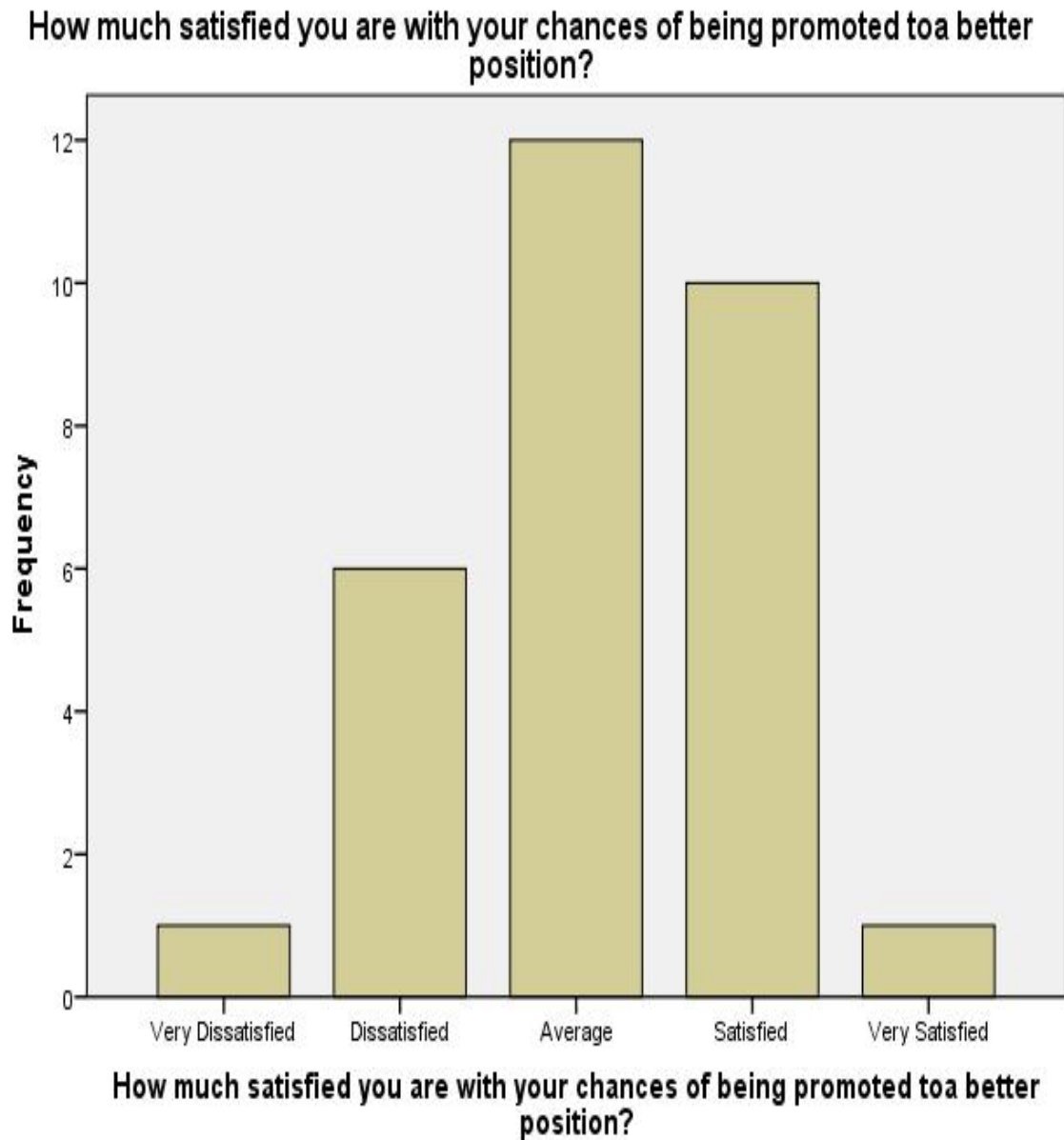
**Figure 16: Satisfaction with the existing working department of the participants**

Among all participants (N=30), the highest percentages were obtained which was 43.3% (n=13) were Average, whereas 30% (n=9) were Satisfied, 13.3% (n=4) were Dissatisfied and 3.3%(n=1) were Very dissatisfied with their dignity within the city or country.



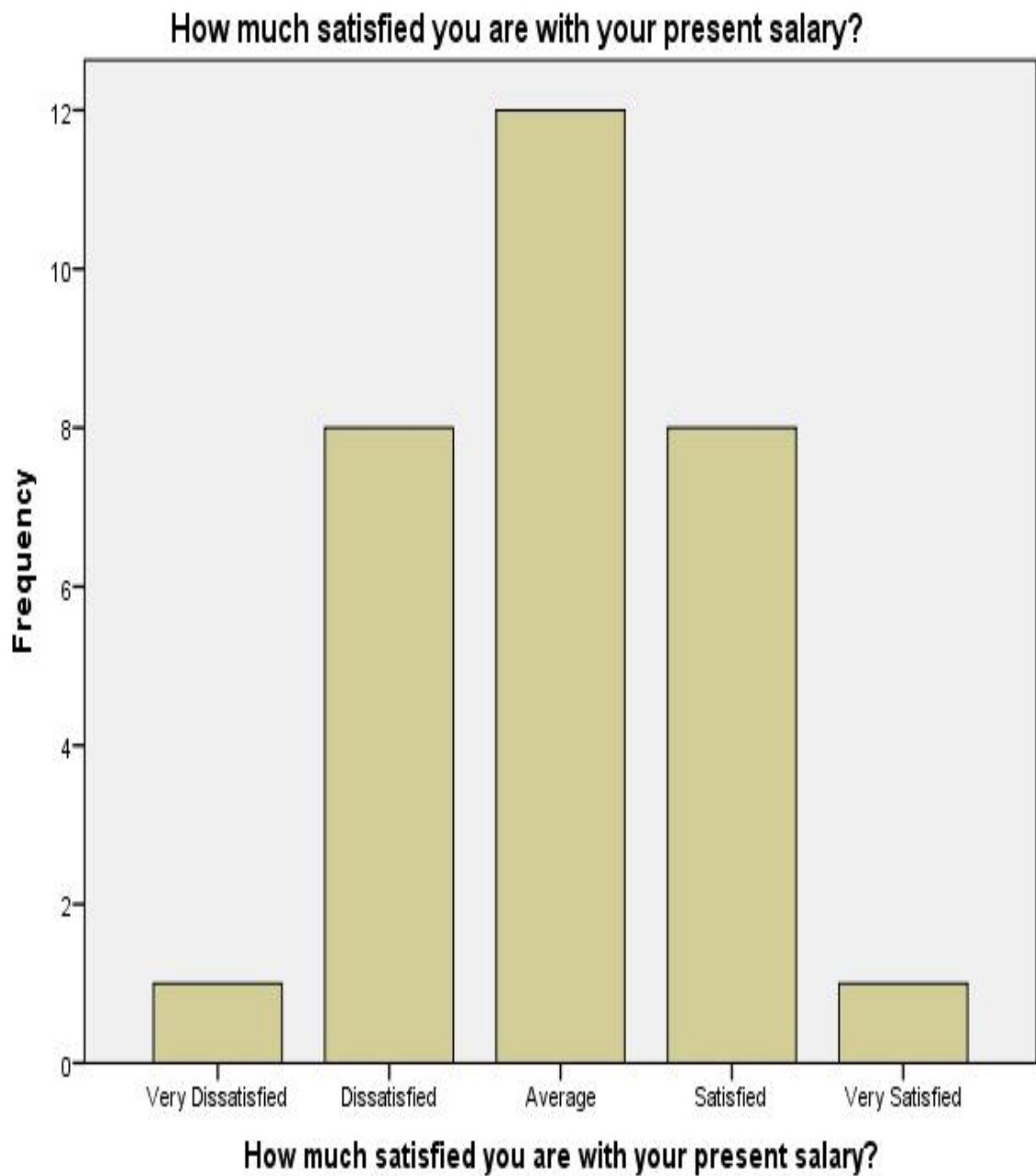
**Figure 17: Dignity within the country of the participants**

Among all participants (N=30), the highest percentages were obtained which was 40% (n=12) were Average, whereas 33.3% (n=10) were Satisfied, 20% (n=6) were Dissatisfied and 3.3%(n=1) were Very dissatisfied with their chances of being promoted to a better position.



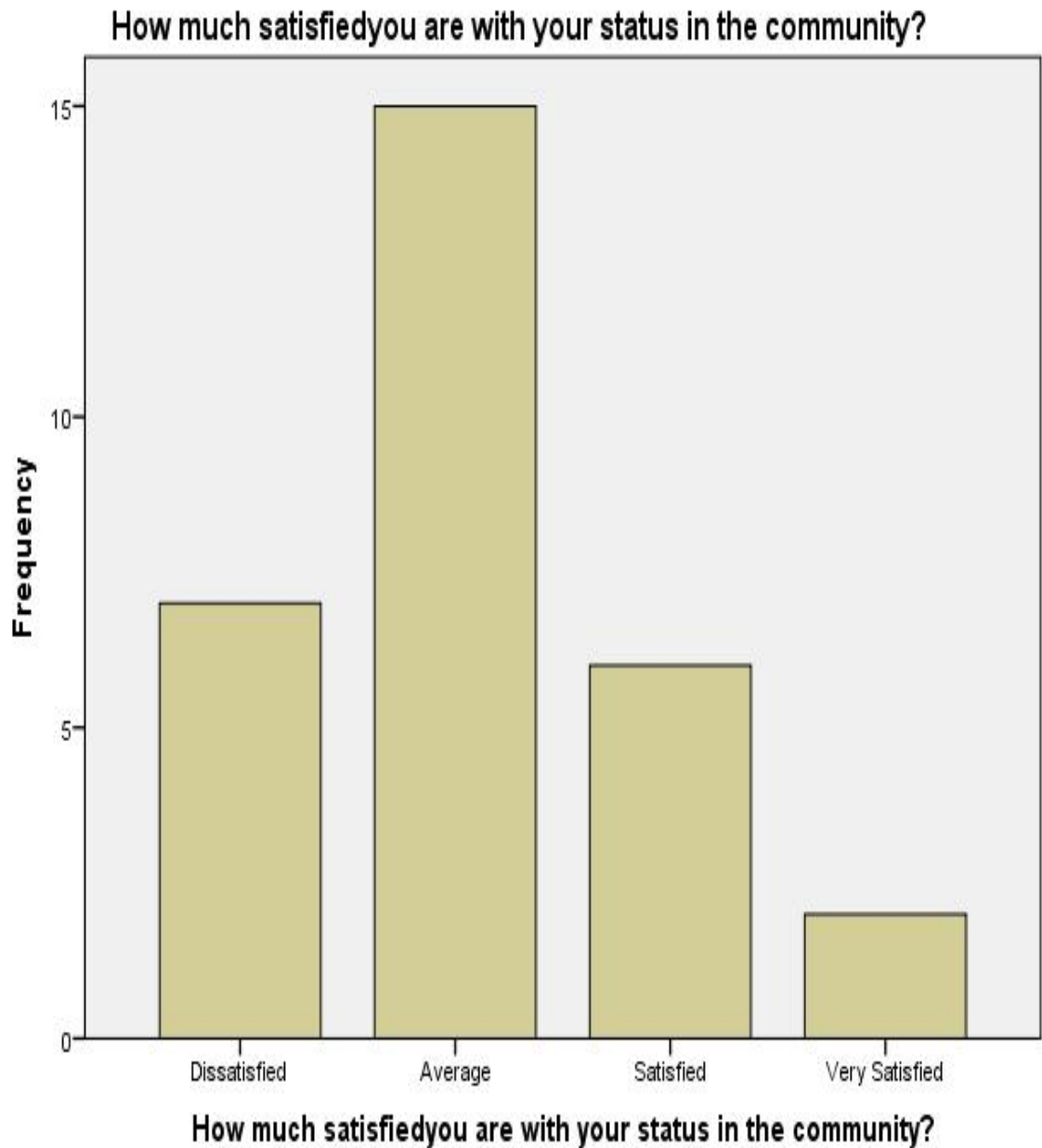
**Figure 18: Chances of being promoted of the participants**

Among all participants (N=30), the highest percentages were obtained which was 40% (n=12) were Average, whereas 26.7% (n=8) were Satisfied, 26.6% (n=8) were Dissatisfied and 3.3% (n=1) were Very satisfied with their salary.



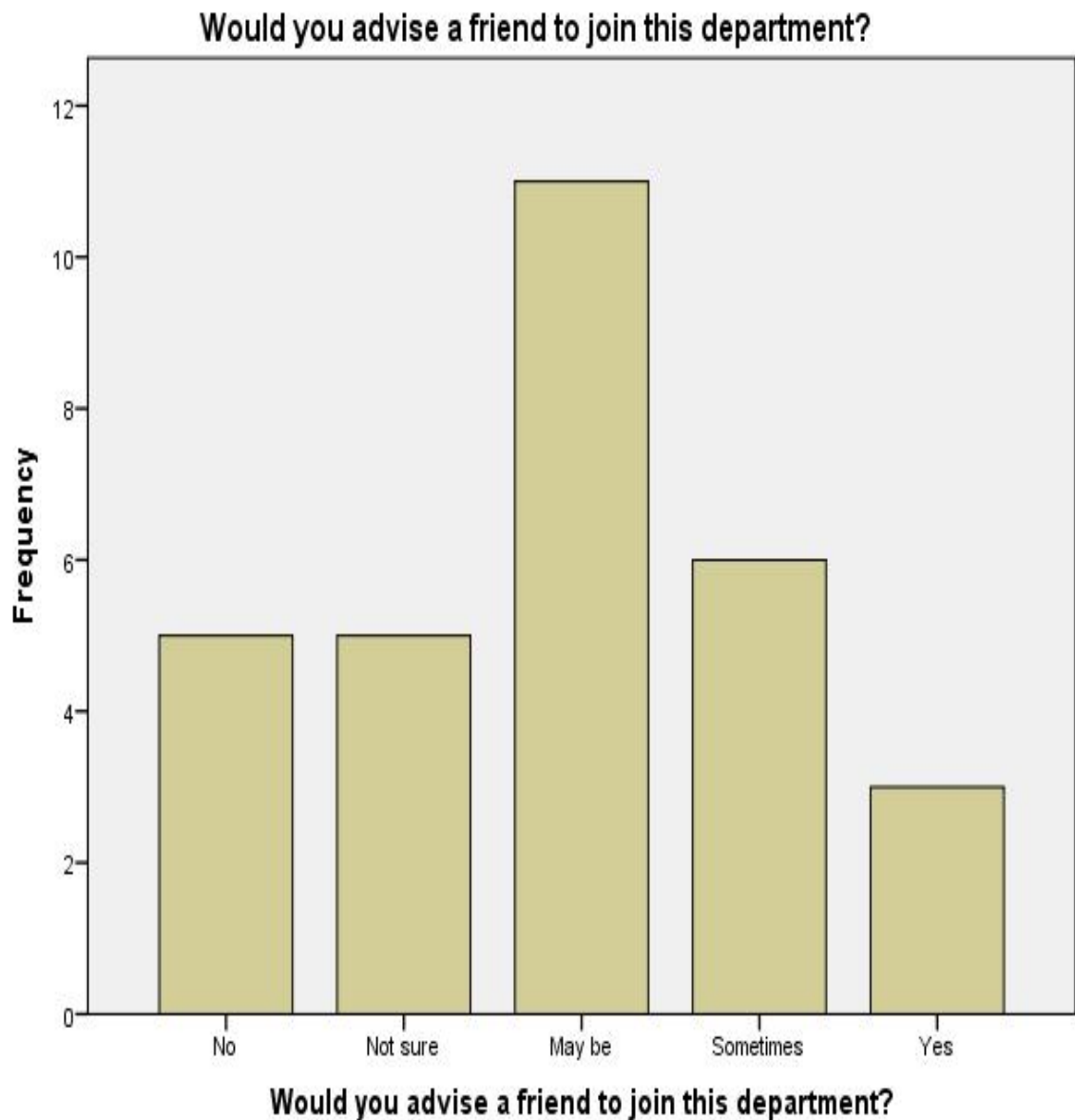
**Figure 19: Satisfaction on the salary of the participants**

Among all participants (N=30), the highest percentages were obtained which was 50% (n=15) were Average, whereas 23.3% (n=7) were Dissatisfied, 20% (n=6) were Satisfied and 6.7%(n=2) were Very satisfied with their status in the community.



**Figure 20: Community status of the physiotherapy teachers.**

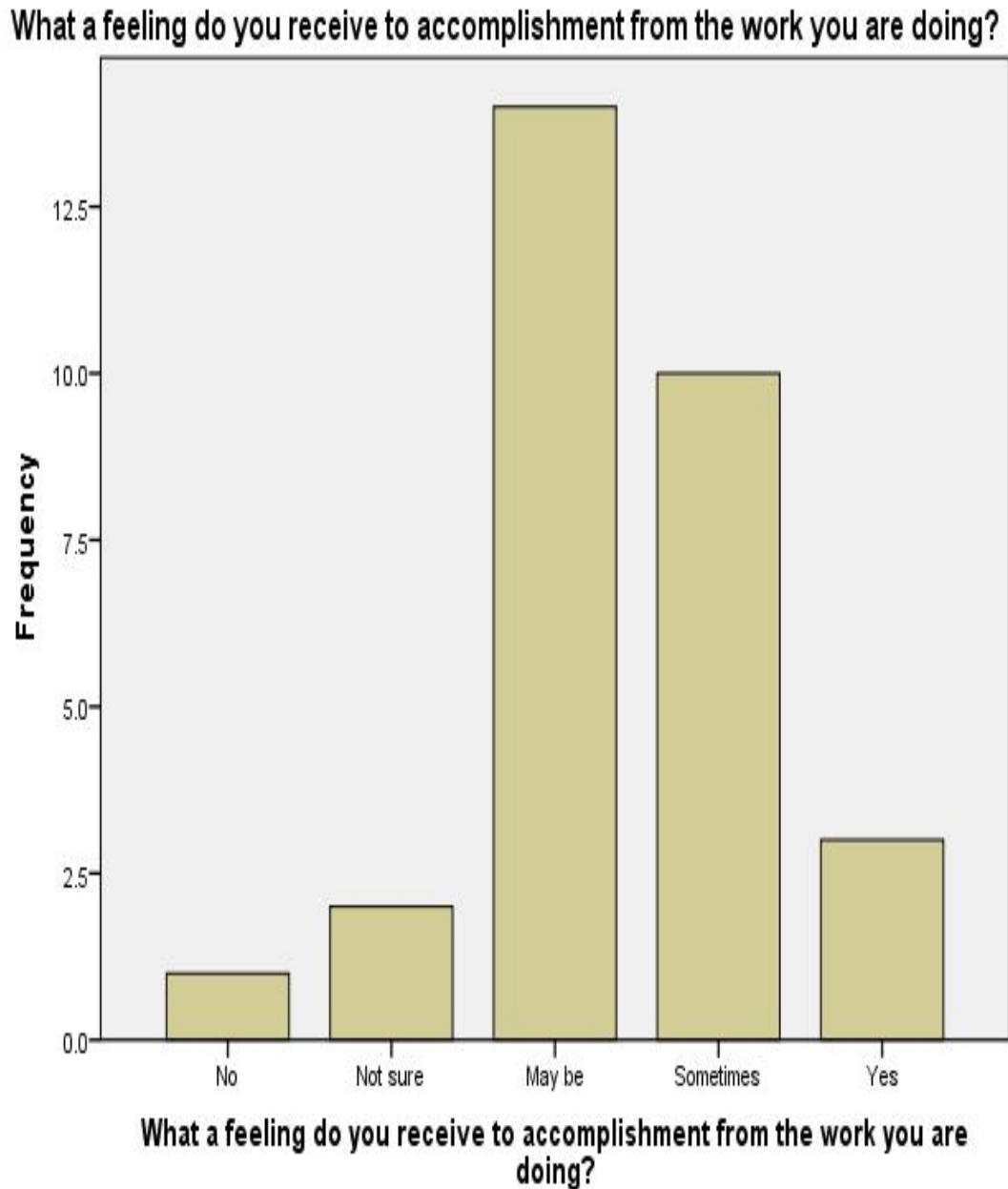
Among all participants (N=30), the highest percentages were obtained which was 36.7% (n=11) were May be, whereas 20% (n=6) were Sometimes,16.7% (n=5) were Not sure, 16.7% (n=5) were No,10%(n=3) were advise a friend to join this department.



**Figure 21:Advice to a friend to join at the department by the participants.**

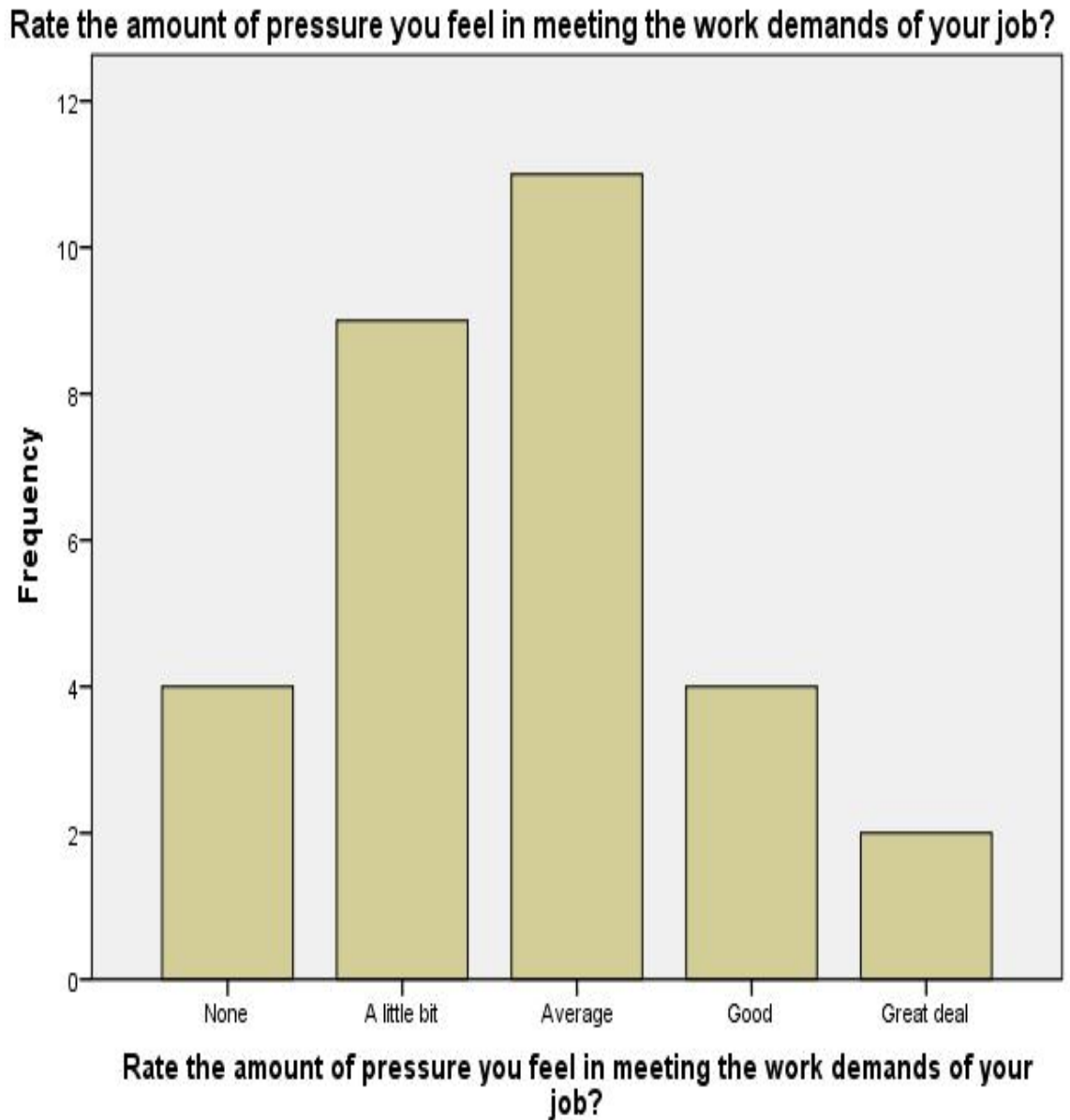


Among all participants (N=30), the highest percentages were obtained which was 46.7% (n=14) were May be, whereas 33.3% (n=10) were Sometimes, 10% (n=3) were Yes, 6.7% (n=2) were Not sure and 3.3%(n=1) were No feeling receive to accomplishment from the work they were doing.



**Figure 22: Accomplishment of the participants from the organization.**

Among all participants (N=30), the highest percentages were obtained which was 36.7% (n=11) were Average, whereas 30% (n=9) were A little bit, 13.3% (n=4) were Good, 13.3% (n=4) were None and 6.7%(n=2) were Great deal felt pressure in meeting the work demands of their job.



**Figure 23: Job pressure of the Physiotherapy Teachers.**

The study assesses the factors contributing to job satisfaction among physiotherapy teachers in Dhaka. The study targeted physiotherapy teachers to identify the factors which impact the job satisfaction of physiotherapy teachers in Dhaka. The study came up with findings according to the research questionnaire.

The first objective was to assess the level of job satisfaction of the physiotherapy teachers. The study revealed that 3.3% (n=1) were very dissatisfied, whereas 43.3% (n=13) were average satisfied, 40% (n=12) were satisfied and 13.3% (n=4) among the all physiotherapy teachers participated in the study were very satisfied with their job.

The second objective was to identify the factors which impact the job satisfaction of physiotherapy teachers and the research identified the factors which impact the job satisfaction of physiotherapy teachers such as, departmental environment. Among the all participants 43.3% (n=13) physiotherapy teachers responded average, whereas 33.3% (n=10) were satisfied, 20% (n=6) were very satisfied and 3.3% (n=1) were dissatisfied with the working environment as it now stands. Leadership that have been getting from their supervisor also found as a contributing factor for the job satisfaction of the physiotherapy teachers where 56.7% (n=17) of the participants from six different physiotherapy institutes responded satisfied with their supervisors' leadership, 23.3% (n=7) were average satisfied, 16.7% (n=5) were very satisfied and 3.3% (n=1) were dissatisfied. Job satisfaction of physiotherapy teachers can be achieved by adopting leadership styles that encourage the teachers to be involved in making decisions that have an influence on their work and their relationships with fellow workers. Rogatus et al. (2012) also found similar findings as supervision and working environment as an significant influence on job satisfaction of university teachers in China.

Moreover, the dignity within the city or country found to be an important factor where 43.3% (n=13) responded average satisfied, 30% (n=9) were satisfied, 13.3% (n=4) were dissatisfied and 3.3% (n=1) were very dissatisfied with their dignity within the country. Furthermore, chances of being promoted to a better position also

an influential factor for the physiotherapy teachers in Dhaka. The study found that 33.3% (n=10) were satisfied, 20% (n=6) were dissatisfied, 3.3% (n=1) were very dissatisfied, whereas 40% (n=12) were average satisfied with their chances of being promoted to a better position.

Dissatisfaction with one's salary in our findings seems to be a common issue. The study found 40% (n=12) were average satisfied, whereas 26.7% (n=8) were satisfied, 26.6% (n=8) were dissatisfied and 3.3% (n=1) were very satisfied with their salary. Ker L et al (2005) revealed the same issue to be the factor behind job dissatisfaction.

Apart from this the dignity with in the country was also a common factor of dissatisfaction. However, Community status found very important factors for physiotherapy teachers' job satisfaction. Among all participants (N=30), the highest percentages were obtained which was 50% (n=15) were average, whereas 23.3% (n=7) were dissatisfied, 20% (n=6) were satisfied and 6.7% (n=2) found very satisfied with their status in the community.

Study also found that experienced physiotherapy teachers and seniors were more satisfied than their younger staffs. That may be because they adapted to their work and realized their work at their best. That is consistent with previous research showing that professionals mature with age and accumulate more experience, which tends to foster a better adjustment to the work environment (Shah M. A., 2004).

High position was also found to result in higher job satisfaction in this study. Only 10% (n=3) higher designation physiotherapy teachers participated in this study mostly found satisfied (66%) and highly satisfied with their job whereas 53% (n=16) among the all the

participants (N=30) found mostly 67% (n=9) average satisfied with their job. The probable reason is that the higher-position workers in public service will earn respectability from society. Similar previous studies have reported that holding a higher position tends to produce a high level of job satisfaction compared to those who lack such a high position (Abdullah M M., 2009). This study has some limitations. First, it depends totally on convenience sampling, which emphasizes

differences in demographic, geographical and socio economic characteristics of the provinces. So there is some difficulty in generalizing the results. Second, our study covered only six institutes in Dhaka with relatively small sample sizes due to our limited resources. Thus, it may not be representative of all physiotherapy teachers in Bangladesh. However, all physiotherapy teachers from six different institutes in Dhaka were approached, and their response rate was 95%, which was an acceptable level.

### **6.1. Conclusion**

The purpose of this study was to assess the job satisfaction of physiotherapy teachers in Dhaka. On the basis of the findings of the study the researcher concluded that the majority of teachers were average satisfied despite of working environment factors, lengthy and unstructured promotional system, Salary structure and the dignity within the country physiotherapy teachers in Dhaka having a tough time ahead if the necessary steps will not be undertaken. Lack of seriousness of the government have been the key contributing factor of all factors for the growing profession. All necessary plans should undertake by the professional body along with the government to develop the physiotherapy profession as quickly as possible.

### **6.2. Recommendation**

A larger sample size and better sampling methods might result in a more conclusive comparison of job satisfaction in the future. Bangladesh ensured an increase in accessibility and improving the quality of education at all levels including primary education as documented in millennium goal. Furthermore, Job satisfactions of the teachers in physiotherapy to perform well professionally are key factors in the maintenance of the quality of education to get the Sustainable Development Goal (SDG) by 2021 known as 'VISSION 2021'. In Bangladesh, Physiotherapy teachers have experienced low and irregular salary structure, low status accorded to them and limited opportunities for professional development. Bangladesh's education policy document should make sure this phenomenon of job satisfaction to physiotherapy teachers is essential. However, there have been many studies conducted on job satisfaction and hence its impact, the attention on job satisfaction of a physiotherapy teacher's should be considered.

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## APPENDIXES

February 17, 2016  
The Chairman  
Institutional Review Board (IRB)  
Bangladesh Health Professions Institute (BHPI)  
CRP-Savar, Dhaka-1343, Bangladesh

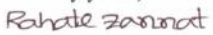
**Subject: Application for review and ethical approval.**

Sir,


With due respect I would like to draw your kind attention that I am a student of Bachelor of Science in Physiotherapy at Bangladesh Health Professions Institute (BHPI)- an academic institute of CRP under Faculty of Medicine of University of Dhaka (DU). I have to conduct a thesis entitled, "Job Satisfaction Among The Physiotherapy Teachers in Dhaka" under honorable supervisor, Nasirul Islam, Principal (Acting), Bangladesh Health Professions Institute (BHPI), CRP, Savar. The purpose of the study is to know the level of job satisfaction of Physiotherapy Teachers and to identify the factors which impact the job satisfaction of physiotherapy teachers. Questionnaire will be used that will take about 10 to 15 minutes. Data collectors will receive informed consents from all participants. Any data collected will be kept confidential.

Therefore I look forward to having your kind approval for the thesis proposal and to start data collection. I can also assure you that I will maintain all the requirements for study.

Sincerely yours,

  
Mst. Rahate Zannat  
Bachelor of Physiotherapy (B.Sc PT)  
Session: 2011-2012, DU Reg. No.: 1727  
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Recommendation from the thesis supervisor:

  
Nasirul Islam  
Principal (Acting)  
BHPI, CRP, Savar, Dhaka.

**Attachment:** Thesis Proposal including measurement tools and process and procedure for maintaining confidentiality, Questionnaire (English version), Information sheet & consen.





বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)  
**Bangladesh Health Professions Institute (BHPI)**  
(The Academic Institute of CRP)

Ref. CRP-BHPI/IRB/04/17/56

Date: 05/04/2017

To  
Mst. Rahate Zannat  
B.Sc in Physiotherapy  
Department of Physiotherapy  
Session: 2011-2012, DU Reg. No.: 1727  
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

**Subject: Approval of the thesis proposal – “Job Satisfaction among the Physiotherapy Teachers in Dhaka” by ethics committee.**

Dear Mst. Rahate Zannat,

The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application on February 23, 2016 to conduct the above mentioned thesis, with yourself, as the Principal investigator. The Following documents have been reviewed and approved:

Sr. No.	Name of the Documents
1	Thesis Proposal
2	Questionnaire (English version)
3	Information sheet & consent form.

Since the study involves answering the Job Satisfaction questionnaire that takes 10 to 15 minutes the members of the Ethics committee has approved the study to be conducted in the presented form at the meeting held at 08:30 AM on February 25, 2016 at BHPI.

The institutional Ethics committee expects to be informed about the progress of the study, any changes occurring in the course of the study, any revision in the protocol and participants' information or informed consent and ask to be provided a copy of the final report. This Ethics committee is working accordance to Nuremberg Code 1947, World Medical Association Declaration of Helsinki, 1964 - 2013 and other applicable regulation.

Best regards,

*Muhammad Millat Hossain*

Muhammad Millat Hossain  
Assistant Professor, Dept. of Rehabilitation Science  
Member Secretary, Institutional Review Board (IRB)  
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

সিআরপি-চাপাইন, সাভার, ঢাকা-১৩৪৩, বাংলাদেশ, ফোন : ৭৭৪৫৪৬৪-৫, ৭৭৪১৪০৪ ফ্যাক্স : ৭৭৪৫০৬৯

CRP-Chapain, Savar, Dhaka-1343, Tel : 7745464-5, 7741404, Fax : 7745069, E-mail : contact@crp-bangladesh.org, www.crp-bangladesh.org

Permission Letter

September 04, 2016

The Head of the Department,  
Department of the Physiotherapy,  
Bangladesh Health Professions Institute (BHPI),  
CRP, Chapain, Savar, Dhaka, 1343

**Subject: Application for permission to collect data to conduct a research study.**

Dear Sir,

I respectfully to state that I am a student of 4<sup>th</sup> year B. Sc in Physiotherapy at Bangladesh Health Professions Institute (B.H.P.I). In 4<sup>th</sup> year we have to do a research project and I have chosen a title that is “**Job Satisfaction among the Physiotherapy Teachers in Dhaka**” and my supervisor is Nasirul Islam, Associate Professor, Principal (Acting) BHPI. I would like to collect data from Bangladesh Health Professions Institute (BHPI) Physiotherapy teachers, State College of Health Science Physiotherapy teachers, Institute of Health Technology (IHT) Physiotherapy teachers, SAIC Medical Technology Physiotherapy teachers.

I, therefore, pray and hope that you would be kind enough to give me permission to do this study successfully in your institute.

Yours Faithfully

*Rahate Zannat*

Rahate Zannat

Bachelor of Science in Physiotherapy (B. Sc PT)

4<sup>th</sup> year, Class roll: 23

Session: 2011-2012

BHPI, CRP, Savar, Dhaka

Allowed  
9/04/2016  
Md. Obaidul Kabir  
Associate Professor & Head of the Department  
Department of Physiotherapy  
Bangladesh Health Professions Institute (BHPI)  
CRP, Savar, Dhaka



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)  
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তারিখ : ০১.১০.২০১৬

স্বাক্ষরিত  
কর্তৃপক্ষ

প্রতি  
অধ্যক্ষ  
ইনস্টিটিউট অব হেল্থ টেকনোলজি  
ঢাকা।

বিষয় : রিসার্চ প্রজেক্ট এর জন্য আপনার প্রতিষ্ঠান সফর ও তথ্য সংগ্রহ প্রসঙ্গে।

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উক্ত কোর্সের ছাত্রছাত্রীদের কোর্স কারিকুলামের অংশ হিসাবে বিভিন্ন বিষয়ের উপর রিসার্চ ও কোর্সওয়ার্ক করা বাধ্যতামূলক।

বিএইচপিআই'র ৪র্থ বর্ষ বিএসসি ইন ফিজিওথেরাপি কোর্সের ছাত্রী রাহাতে জান্নাত তার রিসার্চ সংক্রান্ত কাজের তথ্য সংগ্রহের জন্য আগামী ০২.১০.২০১৬ থেকে ০৯.১০.২০১৬ তারিখ পর্যন্ত আপনার প্রতিষ্ঠানে সফর করতে অগ্রহী। তার রিসার্চ শিরোনাম  
“Job Satisfaction among the Physiotherapy teachers in Dhaka.”

তাই তাকে আপনার প্রতিষ্ঠান সফর এবং প্রয়োজনীয় তথ্য প্রদান সহ সার্বিক সহযোগিতা প্রদানের জন্য অনুরোধ করছি।

ধন্যবাদান্তে  
১/০১.১০.১৬  
মোঃ ওবায়দুল হক  
অধ্যক্ষ-ভারপ্রাপ্ত  
বিএইচপিআই।



স্বাক্ষরিত  
কর্তৃপক্ষ  
১/০১.১০.১৬  
মোঃ ওবায়দুল হক  
অধ্যক্ষ-ভারপ্রাপ্ত  
বিএইচপিআই।



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তারিখ : ০১.১০.২০১৬

প্রতি  
অধ্যক্ষ  
সাইক, ঢাকা।

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“Job Satisfaction among the Physiotherapy teachers in Dhaka.”

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ধন্যবাদান্তে

মোঃ ওবায়দুল হক  
অধ্যক্ষ-ভারপ্রাপ্ত  
বিএইচপিআই।





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তারিখ : ০১.১০.২০১৬

প্রতি  
পরিচালক  
নিটোর, ঢাকা।

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“Job Satisfaction among the Physiotherapy teachers in Dhaka.”

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ধন্যবাদান্তে



মোঃ ওবায়দুল হক  
অধ্যক্ষ-ভারপ্রাপ্ত  
বিএইচপিআই।





বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)  
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তারিখ : ০১.১০.২০১৬

প্রতি  
বিভাগীয় প্রধান  
ফিজিওথেরাপি বিভাগ  
স্টেট কলেজ অব হেল্থ সায়েন্স  
ঢাকা।

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ধন্যবাদান্তে

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অধ্যক্ষ-ভারপ্রাপ্ত  
বিএইচপিআই।



Allowed  
05.10.2016  
Asst. Prof. Md. Ibrahim Khalil  
Asst. Professor & Head  
Department of Physiotherapy, BHPI



বাংলাদেশ হেল্থ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই)  
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তারিখ : ০১.১০.২০১৬

প্রতি  
বিভাগীয় প্রধান  
ফিজিওথেরাপি বিভাগ  
গণ বিশ্ববিদ্যালয়, সাভার, ঢাকা।

বিষয় : রিসার্চ প্রজেক্ট এর জন্য আপনার প্রতিষ্ঠান সফর ও তথ্য সংগ্রহ প্রসঙ্গে।

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“Job Satisfaction among the Physiotherapy teachers in Dhaka.”

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ধন্যবাদান্তে

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অধ্যক্ষ-ভারপ্রাপ্ত  
বিএইচপিআই।



**Consent Form**

Assalamualaikum\ Namashker,

I am Rahate Zannat, 4<sup>th</sup> Professional, B.Sc. in Physiotherapy student at Bangladesh Health Professions Institute (BHPI) under the Faculty of Medicine, University of Dhaka. To obtain my Bachelor degree, I have to conduct a research project and it is a part of my study. My research title is “**Job Satisfaction among the Physiotherapy Teachers in Dhaka.**” I would like to know about some personal & other related questions about your low back pain. To fulfill my research project I need to collect data. So, you can be a respected participant of this research and the conversation time will be 20-30 minutes. I would like to inform you that this is a purely academic study and will not be used for any other purposes. I assure that all data will be kept confidential. Your participation will be voluntary. You may have the rights to withdraw consent and discontinue participation at any time from this study. You also have the rights to reject a particular question that you don't like.

If you have any query about the study, you may contact with my supervisor Nasirul Islam, Associate Professor, Principal (Acting), BHPI, CPR, Savar, Dhaka-1343.

Do you have any questions before I start?

So, I can proceed with the interview.

Yes  No

Signature of the participant and Date.....

Signature of the researcher and Date.....

Address:

Mobile no:



# **JOB SATISFACTION QUESTIONNAIRE**

## **Part-I: Socio-demographic information**

Participants ID :
Name :
Age :
Gender :
Job duration :
Name of the institute :
Designation :
Contact no.:

## **Part II: Job Satisfaction Information**

Complete the following questionnaire by yourself. Add up your scores when finished, and compare them to the scale at the end.

1. How much satisfied you are in your job?

1	2	3	4	5
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Very dissatisfiedVery satisfied

2. What value do you think the community puts on your job?

1	2	3	4	5
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NoneVery great

3. In your daily work, how free are you to make decisions and to act on them?

1	2	3	4	5
---	---	---	---	---

Not at allVery free

4. How much recognition does your supervisor show for a job well done?

1	2	3	4	5
---	---	---	---	---

None

Great deal

5. How much satisfied you are with the type of leadership you have been getting from your supervisor?

1	2	3	4	5
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Very dissatisfied

Very satisfied

6. To what extent do you get to participate in the supervisory decisions that affect your job?

1	2	3	4	5
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None

Great deal

7. How closely do you feel you are observed by your supervisor?

1	2	3	4	5
---	---	---	---	---

Too closely

About right

8. How much satisfied you are with the department as it now stands?

1	2	3	4	5
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Very dissatisfied

Very satisfied

9. How much satisfied you are with your dignity within the city/country?

1	2	3	4	5
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Very dissatisfied

Very satisfied

10. How much satisfied you are with your chances of being promoted to a better position?

1	2	3	4	5
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Very dissatisfied

Very satisfied

11. How much satisfied you are with your present salary?

1	2	3	4	5
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Very dissatisfied Very satisfied

12. How much satisfied you are with your status in the community?

1	2	3	4	5
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Very dissatisfied Very satisfied

13. Would you advise a friend to join this department?

1	2	3	4	5
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No Yes

14. What a feeling do you receive to accomplishment from the work you are doing?

1	2	3	4	5
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No Yes

15. Rate the amount of pressure you feel in meeting the work demands of your job.

1	2	3	4	5
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Great deal None

**TOTAL:**

The higher the total score, the greater your job satisfaction:

- 55 Very high
- 50–54 High
- 45–49 Above average
- 40–44 Average
- 35–39 Below average
- 15–34 Take this job and solve it