

Job Satisfaction of Teachers of Formal and Non-Formal Primary Schools: An Impact Study on Students' Achievements

A thesis submitted to the University of Dhaka in partial fulfillment for the award of the degree of Master of Philosophy in Education

Researcher

Tasmiri Tasmin Laboni

Registration no.: 180

Session: 2011-2012

Supervisor

Dr. Md. Azharul Islam

Professor

Department of Non-Formal and Continuing Education



Institute of Education and Research
University of Dhaka
Dhaka
June 2015

DEDICATION

**Dedicated to my Mother Doulatun Nahar and Father
Md. Abdur Razzaque with profound gratitude**

DECLARATION

I, Tasmiri Tasmin Laboni, hereby declare that the thesis entitled “Job Satisfaction of Teachers of Formal and Non- Formal Primary Schools: An Impact Study on Students’ Achievements” submitted to the University of Dhaka for the award of the degree of Master of Philosophy in Education is an original research work done by me under the supervision and guidance of Professor Dr. Md. Azharul Islam, Institute of Education and Research, University of Dhaka. I also declare that the thesis has not formed the basis for the award of M. Phil or Ph. D degree or other similar title of any candidate of any university or institution.

Place: Dhaka

Date:

.....
Tasmiri Tasmin Laboni
M. Phil Researcher
Roll No: 908
Reg. No: 180
Session: 2011-12
Institute of Education and Research
University of Dhaka

CERTIFICATE

I have the pleasure to certify that the thesis entitled “Job Satisfaction of Teachers of Formal and Non- Formal Primary Schools: An Impact Study on Students’ Achievements” submitted by Tasmiri Tasmin Laboni to the Institute of Education and Research, University of Dhaka, Bangladesh for the degree of Master of Philosophy in Education is an original research work done by her under my supervision. To the best of my knowledge, any research study / thesis with the similar title has not been previously submitted for any diploma or degree to any other university or institute. Information obtained from different sources has been duly acknowledged by the researcher in the relevant places of the thesis.

Dated

Dhaka

.....

Supervisor

Dr. Md. Azharul Islam

Professor

Institute of Education and Research

University of Dhaka

Acknowledgement

The researcher bow to the Almighty Allah for His blessings to complete the M. Phil thesis.

It is a proud privilege for the researcher to express a deep sense of gratitude to her supervisor, Dr. Md. Azharul Islam, Professor, Institute of Education and Research (IER), University of Dhaka for his constant encouragement and valuable guidance throughout the whole course of investigation and preparation of research report.

The researcher expresses her gratitude to Dr. Md. Abul Ehsan, Ex-Director, IER, for his excellent cooperation and guidance in completing the study.

The researcher also expresses her appreciation to Professor Md. Nazmul Huq, Professor Dr. Sharmin Huq, Professor Dr. Mariam Begum and Md. Alamgir Hossain, Associate Professor of IER for their advises in building ideas on the particular research topic.

She is grateful to Dr. S M Hafizur Rahman, Professor and Mr. Shah Shamim Ahmed, Associate professor of IER for their support during investigation and analysis of data.

The researcher is indebted to Dr. Rezul Karim, Professor, Department of Psychology, University of Dhaka, Dr. Anmarul Huque Sufi, Professor, Department of Psychology, Rajshahi University and Munira Azhar Urmee, Lecturer, Department of Psychology, Jagannath University for giving valuable suggestions from time to time for the study.

She is also indebted to Mr. ANS Habibur Rahman, World Bank Consultant to ROSC Project and Dr. Gopicaranjan Chakrabarti, Deputy Director, DPE, MoPME for their spontaneous cooperation in collecting relevant data on formal and non-formal education.

Her sincere thanks to Md. Arizul Islam Khan and Mr. Ayet Ali, Assistant Directors of NAEM, and Md. Saidul Islam, Associate Professor, TTC, Dhaka for providing information relevant to the study.

She is also grateful to the concerned UEOs, AUEOs, TCs of ROSC Project and teachers of GPS and Ananda Schools for their cooperation during try-out and administration of the research instruments.

The researcher worked in IER and Central Libraries of Dhaka University, Rajshahi University library, National library at Dhaka and in the libraries of NAEM, Dhaka TTC, British Council (Dhaka), BANBEIS, BNFE and ROSC head office. The librarians and the staff of these libraries helped the researcher a lot by providing books, journals, theses and documents relevant for the study. The researcher is thankful to them.

The researcher owes a deep sense of gratitude and heartiest complements to the officials of Directorate of Primary Education (DPE) and MoPME, Government of Bangladesh for granting her study leave. She also grateful to the concerned officials of the Social Research Unit, Planning Division, Planning Ministry, Government of Bangladesh, for granting her a scholarship for the study.

The researcher expresses her unconditional love and respect to her beloved parents and younger brother and also to near and dear ones, for their tireless support to complete the task in time.

Tasmiri Tasmin Laboni

Researcher

Abstract

The study was conducted to determine the Job Satisfaction (JS) levels of formal (GPS) and non-formal (Ananda Schools (AS) of ROSC project) primary school teachers with a view to finding its (JS) impact on their students' academic achievements. For this purpose, 42 GPS and 42 AS having 182 teachers were selected with 6 schools for each category from seven divisions applying purposive convenient sampling procedure. To collect data, instruments of Primary School Teachers' Job Satisfaction Inventory and Students Academic Achievement Profile were developed and used. The first instrument contains 20 JS components which were developed comprising of equal number of positive and negative items following the Breyfield & Rothe Job Satisfaction Index (1951) on five point Likert scale. The weighted mean suggested in the scale was calculated against five alternative responses to get the level of job satisfaction of a teacher against positive and negative factors to form a major factor. These factors are -'teaching as a profession', 'enjoying teaching', 'teachers' professional development', 'effective teaching', 'workload' 'teachers' salary', 'job security', 'social recognition', 'leave & recreation', 'teachers' relation with community' & 'parents', 'leadership', 'team work', 'decision making', 'physical facilities', 'teaching materials', 'school environment', 'school timing', 'community role ' and 'SMC/CMC behaviors'. The finding of the study shows that teachers, irrespective of formal and non-formal primary schools, greatly possess Moderate Satisfaction (MS) level with their job. Further, the students' (4-grade) achievement profiles of the same schools in Bangla, Mathematics and English were also found to be average (moderate) largely. The apparent results are indicative of the fact that moderate job satisfaction of teachers influences moderate academic achievements of the students assuming that job satisfaction of primary school teachers was helpful for their students' academic achievement. Therefore, appropriate measures should be taken by the concerned authorities to develop the level of JS of primary school teachers of Bangladesh.

Table of Contents

	Page No
DEDICATION	ii
DECLARATION	iii
CERTIFICATE	iv
Acknowledgement	v
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Figures	xiii
Acronyms	xiv
CHAPTER 1: INTRODUCTION	1-14
1.1 Background of the study	02
1.2 Statement of the problem	04
1.3 Definition of the important terms used	05
1.4 Objectives of the study	08
1.5 Research Questions	08
1.6 Rationale of the study	09
1.7 Significance of the study	10
1.8 Limitations of the study	11
1.9 Conceptual framework of the study	12
1.10 Organization of the study	13
CHAPTER 2: REVIEW OF RELATED LITERATURE	15-42
2.1 Job satisfaction studies in general	16
2.1.1 JS studies in general (international perspective)	17
2.1.2. JS studies in general (Bangladesh perspective)	19
2. 2 JS studies in Education	22
2.2.1 JS studies in Education (international perspective)	22
2.2.2 JS studies in education in Bangladesh	31
2.3 Studies related to job satisfaction and students' achievement	35
2.3.1 Studies related to teachers' JS and students' achievement (international perspective)	36

2.3.2 Study related to students' achievement in Bangladesh	38
2.4 Theoretical framework of the study	40
CHAPTER 3: METHODOLOGY OF THE STUDY	43-59
3.1 Nature of the study	44
3.2 Population of the study	44
3.3 Sample selection	45
3.4 Characteristics of the Sample Respondents	46
3.5 Sources of data	49
3.6 Instruments used in the study	49
3.7 Preparation and Description of the Instruments	49
3.8 Objectives of the study accessing instruments	55
3.9 Recruitment and Training of Field Investigators	55
3.10 Methods of data collection	56
3.11 Variables of the study	56
3.12 Data analysis	57
3.13 Statistical Techniques Used	57
3.14 Ethical consideration	59
CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA	60-92
4.1 Identifying Job Satisfaction Levels of Primary School Teachers (GPS & AS teachers)	62
4.2 Teachers' Personal Entities / Factors and Job Satisfaction	64
4.3 Institutional factors and job satisfaction	72
4.4 Teachers level of Job Satisfaction according to job related factors	77
4.5 Identification of Students' Achievements	87
4.6 Impact of teachers' job satisfaction on the students' achievements	89
CHAPTER 5: FINDINGS, IMPELICATION AND RECOMMENDATION	93-103
5.1 Major findings	94
5.2 Implication	98
5.3 Recommendations	99
5.4 Suggestion for further research	103
Reference	104-111
Appendices	112-126
Appendix -1 Primary education institutions, teachers and students from	112

APSC 2012	
Appendix -2 Primary School Teachers' Job Satisfaction Inventory	113
Appendix -3 Values for the statements according to Brayfield & Rothe scale	121
Appendix -4 Job satisfaction scales of Short Brayfield & Rothe (1951)	123
Appendix -5 Letter form Supervisor	125
Appendix -6 Tables of Teachers personal entities (gender, marital status and educational qualifications) and Job Satisfaction levels of formal and non-formal primary schools	126

List of Tables

Table no	Title	Page No
3.1	Distribution of different categories of sample	46
3.2	Male female Distribution of teachers and officers	46
3.3	Distribution of respondent teachers according to age level	47
3.4	Distribution of respondent teachers according to their marital status	47
3.5	Distribution of respondent teachers according to their educational qualification	47
3.6	Distribution of Respondents teachers according to their years of experience in teaching	48
3.7	Division wise distribution of sampled schools	48
3.8	Distribution of schools according to rural and urban location	48
3.9	Distribution of schools according to Shift	49
3.10	Components of Job Satisfaction	52
4.1	Job satisfaction of formal and non-formal primary school teachers (No: 140 formal & 42 non formal school teachers; 182 teachers)	62
4.2	Age of teachers and their job satisfaction	66
4.3	Year of experience and job satisfaction of teachers	71
4.4	Division wise distribution of sampled schools and teachers' job satisfaction	74
4.5	Rural –urban location of schools and teachers job satisfaction	75
4.6	Shifts of schools and teachers job satisfaction	76
4.7	Teaching profession related factors and job satisfaction	78
4.8	Teachers needs fulfillment related factors and job satisfaction	80
4.9	Teachers human relation related factors and job satisfaction	81
4.10	Teachers' participation in democratic affairs and job satisfaction	82
4.11	School physical facilities / environmental factors and teachers' job satisfaction	84
4.12	School management related factors and job satisfaction	85

4.13	JS level of primary school teachers of Bangladesh on six components.	86
4.14	Students' Achievements on three subjects of formal and non-formal (AS) schools	88
4.15	Impact of teachers' Job Satisfaction on the Students' Achievements	89

LIST OF FIGURES

Figure no.	Title	Page no.
1	Job Satisfaction (JS) levels of Formal School (FS) teachers	63
2	Job Satisfaction (JS) levels of Non Formal School (NFS) teachers	63
3	Job Satisfaction levels of male and female teachers of formal and non-formal schools/ AS (No. of FS teachers: 140, M=59 and F=81 and No. of NFS teachers: 42, M=8 and F=34)	65
4	Marital status and Job Satisfaction (JS) levels of formal schools (No. of teachers: Married=124, Unmarried= 15 and others =1)	68
5	Marital status and Job Satisfaction (JS) levels of non-formal schools (No. of teachers: Married=30, Unmarried= 12 and others =0)	68
6	Educational qualifications and JS levels of formal school teachers (No. of teachers: SSC/HSC: 36, Graduate: 63 and Masters=41)	69
7	Educational qualifications and JS levels of non-formal school teachers (No. of teachers: SSC/HSC: 39, Graduate: 3 and Masters=0)	70
8	Job Satisfaction (JS) levels of Formal Schools (FS)	73
9	Job Satisfaction (JS) levels of Non Formal Schools (NFS)	73
10	Division wise distribution of sampled schools and teachers' JS	74
11	Students' Achievements on three subjects of formal school	88
12	Students' Achievements on three subjects of non-formal school	88
13	Impact of teachers' Job Satisfaction on the SA of formal school	91
14	Impact of teachers' Job Satisfaction on the SA of non-formal school	91

Acronyms

ARD	-	Accurate & Reliable Dictionary
ASPR	-	Annual Sector Performance Report
AS	-	Ananda School
AUEO	-	Assistant Upazila Education Officer
BANBEIS	-	Bangladesh Bureau of Educational Information and Statistics
BNFE	-	Bureau of Non-Formal Education
BRAC	-	Bangladesh Rural Advancement Committee
CAMPE	-	Campaign for Popular Education
CMC	-	Center Management Committee
CMES	-	Center for Mass Education in Science
DAM	-	Dhaka Ahsania Mission
DPE	-	Directorate of Primary Education
DI	-	Demographic Information
DS	-	Dissatisfactory
EF	-	Effective Teaching
ES	-	Experimental School
FPE	-	Formal Primary Education
FPS	-	Formal Primary School
FS	-	Field Supervisor
GPS	-	Government Primary School
GoB	-	Government of Bangladesh
HDS	-	Highly Dissatisfactory
HS	-	Highly Satisfactory
IER	-	Institute of Education and Research
ISEO	-	Interview Schedule for Education Officer
JS	-	Job Satisfaction
JSQ	-	Job Satisfaction Questionnaire
LC	-	Learning Center
MO	-	Monitoring Officer
MoPME	-	Ministry of Primary and Mass Education
MOE	-	Ministry of Education
M. Phil	-	Master of Philosophy

MS	-	Moderately Satisfactory
NAEM	-	National Academy for Educational Management
NCTB	-	National Curriculum on Textbook Board
NFE	-	Non Formal Education
NFPS	-	Non Formal Primary School
NGO	-	Non Government Organization
PST-JSI	-	Primary School Teachers' Job Satisfaction Inventory
PO	-	Program Officer
S	-	Satisfactory
SAAP	-	Students' Academic Achievement Profile
ROSC	-	Reaching Out -of- School Children
RNGPS	-	Registered Non-Government Primary School
SA	-	Students' Achievements
SMC	-	School Management Committee
SPSS	-	Statistical Package for Social Sciences
TC	-	Training Co-coordinator
UEO	-	Upazila Education Officer
WM	-	Weighted Mean



CHAPTER 1

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The role of teachers in any education system is very important. There is a prime need of quality education which can be achieved only through the teachers who are socially, emotionally, physically and mentally healthy. This is possible if the teachers are satisfied and are free from stress and strain. Teachers with full of satisfaction are motivated towards their job that is teaching. On the contrary, dissatisfaction leads to lose their interest in professional responsibilities. Herzberg (1957) shown that more satisfied workers will tend to add more value to an organization. Unhappy employees, who are motivated by fear of boss, will not give 100 percent of their effort for very long. So the pleasure or interest of work is best suited for job satisfaction. To go by Ruch (1948), it may be said that the satisfaction or dissatisfaction on job depends upon the individual employees' patterns of interest as well as his capabilities and other qualifications. Teachers are the key employees in the schools. According to Somech and Drach-Zahavy (2000), among school-related factors, teachers matter most when it comes to student performance; their satisfaction on the profession is considered to have an effect on the quality of teaching and on the school achievement of pupils. Therefore, teachers' job satisfaction (JS) is an important issue of an empirical research in any country together with Bangladesh.

To define job satisfaction one could articulate the term as a positive feeling of the employees. Locke (1976) understood job satisfaction as a positive attitude or pleasurable emotion state resulting from the appraisal of one's job as fulfilling one's important job values. It is perceived measuring attitudinal variables of an employee. Specter (1997) mentioned that job satisfaction is an attitude or a mental process that can be found out

evaluating the degree to which employees like their jobs. It is a focus of nature of attitude of an employee that he possesses. Good attitude and feeling is the resultant effect of job satisfaction ensures enhanced productivity and improves the quality and the quantity of the work. Investigation of teachers' job satisfaction demands measuring the scope of their attitudes that find places towards their job. In a school setting teachers' attitude would either be satisfactory or dissatisfactory to create positive or negative impact on the outcome of education.

The purpose of the present research is to investigate the job satisfaction of the teachers of formal and non-formal primary schools of Bangladesh. Formal education is said to be a rigid while non-formal education is a flexible forms of education, whereas the goal of both the processes is to prepare a good and efficient human resources. The study, thus, has planned to extend similar weight to both the streams of primary education of the country.

To be mentioned, the principal category of formal schools is GPS but in terms of non-formal education, it can't be determined easily as the providers are many. Therefore, for more reliability and likeness the study depends upon GPS for formal and Ananda Schools (AS) of ROSC Phase-2 Project for non-formal primary schools, all of which are managed by the GoB under the umbrella of DPE.

The primary education is the basic education in Bangladesh, and it is one of the fundamental rights, guaranteed by the country's constitution for all of its citizens. Whereas, teaching as a profession in the primary schools needs to earn more recognition and status from the society. The squat standing of these teachers is assumed to be due to their low salary, heavy work load, lack of freedom of work, closed relationship with community, inadequate scope of leadership, poor environment and other service related

factors including teachers' individual and school factors. It is anticipated that all these components will come up with some tangible findings so that necessary suggestions for better job satisfaction of primary school teachers improving students' achievement could be given.

1.2 Statement of the problem

Apropos over the reality, the researcher has no option other than to select the following topic for her M. Phil study:

“Job Satisfaction of Teachers of Formal and Non-Formal Primary Schools: An Impact Study on Students' Achievements”

To state the problem a small backdrop of 'job satisfaction' concept is important to point out accepting the inquiry. Hoppock who first coined 'job satisfaction' in 1935 termed it as a combination of psychological, physiological and environmental circumstances that cause a person truthfully to say 'I am satisfied with my job'. Since the era of Hoppock many studies have so far been undertaken on the subject in the various organizations including educational institutions. According to an estimate of Lock (1976) more than 4000 articles had been published up to the year 1976 on job satisfaction. The present investigation is aimed at to focus on job satisfaction of teachers of formal and non-formal (AS) primary schools in the context of Bangladesh would be another addition to lengthen the chain. The current problem has not only embodied the feeling of the teachers about how happy or unhappy they will be with various aspects of their job, but also will examine how a pleasant and positive attitude possessed by them towards their job leads to better performance of students and vice-a-vis.

1.3 Definition of the Important Terms Used

Job satisfaction: “Job” and “satisfaction” are two different words. According to Dev’ s dictionary (1969) “job” means a piece of work especially one done for hire or profit and “satisfaction” means the state of being pleased for contented that which satisfies. The business encyclopedia defined job satisfaction as, a worker’s sense of achievement and success, is generally perceived to be directly linked to productivity as well as to personal wellbeing. Armstrong (2006) mentioned that positive and favorable attitudes towards the job indicate job satisfaction; negative and unfavorable attitudes towards the job indicate job dissatisfaction. In the present study job satisfaction means teacher’s liking or disliking the job. It refers to the attitude and feelings of teachers on some common factors relating to their profession. These factors are placed in both positive and negative statement forms so that teachers’ feeling and beliefs are reflected clearly.

Teacher: According to Oxford Students’ Dictionary “teacher” means one who teaches or instructs students. The Queensland College of Teachers (2014) defines “teacher” as a person who delivers in an educational institution, assesses students’ participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program. In the current study “teacher” means a person who teaches and instructs the students of Government Primary School (GPS) for formal education and Ananda Schools of ROSC project for non-formal education of Bangladesh.

Formal Primary Education (FPE): Formal education means education provided from an institution which follows certain rules and regulations prescribed by an agency mainly the government of the country. According to Coombs and Ahmed (1974), formal education is highly institutionalized, chronologically graded and hierarchically structured education system spanning lower primary school and the upper reaches to the university.

In Bangladesh formal education is offered in three levels-primary, secondary and higher educations. The curriculum and text primary and secondary education is prepared by NCTB. Teachers of GPS are recruited by the Government and their salary and other benefits are fixed by the government all over the country. Here formal education means education provided by the government primary schools.

Non-formal Education (NFE): According to Coombs and Ahmed (1973:11), non-formal education (NFE) is the chosen word, and it can be defined as “any organized educational activity outside the established formal system-whether operating separately or as an important feature of some broader activity-that is intended to serve identifiable learning clienteles and learning objectives (Jennings 1990:18). NFE is a flexible system of education. It targets those children who remain out of school because of non-enrollment or drop out from the formal primary schools. Non-formal education is a purposeful and systematically organized form of learning that generally occurs outside the formal educational institutions. Here non formal education means education provided by the ROSC learning centers (LC) / Ananda Schools (AS).

Formal Primary School (FPS): The word “formal” contains different meanings of “official”, “prescribed”, “recognized” and so on. Secondly, the word “primary” denotes “early”, “preliminary”, “opening” and a like, while “school” means a place of education, elementary teaching and the others (Dev 1969). Thus formal primary school means a place/ institution where early /opening education is provided to the children. In Bangladesh formal primary schooling of children starts at 6+ and ends at 10+/11 years of age. There is different categories formal primary (Appendix-1). In this study, formal primary school refers to a Government Primary School (GPS) of Bangladesh. Some teachers and students of grade 4 of GPS will be taken into consideration for study.

Non-formal Primary School (NFPS): The word “Non formal” means anything not rigorously prescribed. “Non-formal primary school” means educational institution outside the ordinary educational structure (Jennings 1990, p-18) which is developed to impart educational program (mainly primary education) to the children deprived of formal primary education for different reasons. These schools are built / hired temporarily for meeting the educational needs of the children of disadvantaged community. There are different categories of non-formal primary schools in Bangladesh (Appendix-1). For the study Ananda Schools (AS) run by the Reaching Out of School Children (ROSC, Phase-II Project, DPE, ROSCU, Government of Bangladesh will be taken into consideration.

Ananda School (AS): Known as Learning Centre (LC) of the Reaching Out of School Children (ROSC) project of Ministry of Primary and Mass Education (MoPME), Government of Bangladesh (GoB) with the financial grants of The World Bank. It is a one room, one class and a single teacher school. Mainly drop out and the children who did not go to any school in life having age between 8-14 years are enrolled in these schools. Generally 25 to 35 students of standard one constitute a class which rolls through different classes of primary cycle to complete the grade-5. For this study, some Ananda Schools which have Grade-4 students will be considered. Teachers and students of that Ananda Schools (AS) will be included in this study.

Students’ Achievement (SA): “Student” as mentioned at Dev’s dictionary (1969) is one who studies. According to a free English- English online dictionary (ARD) “student” means one who is devoted to learning; a learner; a pupil; a scholar; especially, one who attends a school to seek knowledge. On the other hand, the word “Achievement” means “a performance” “something done successfully, with effort and skill” (Joarder, 2011). According to Comprehensive dictionary of Psychology by Harance & Ava “Achievement” means success in bringing an effort to the desire end, the end gained; the

thing accomplished, the degree or level of success attained in some specific area (scholastic) and general. The current investigation refers to achievement of students of grade -4 of both GPS and Ananda schools in 1st terminal examination in the subjects of Bangla, English and Mathematics.

Impact of job satisfaction: Chambers dictionary denotes the word “Impact” as strong effect and influence of anything on another. In the Compendium of Education (2003) “impact” refers to weight of some or any program on specific targets. The present study is devoted to find out the impacts of job satisfaction of teachers on the performance of students in the schools.

1.4 Objectives of the study

The objectives of the study are given as follows:

- To determine the factors of job satisfaction of formal and non-formal primary school teachers
- To determine the level of job satisfaction of teachers and to examine the difference of results in relation to teachers’ personal entities/factors
- To identify school wise job satisfaction level of teachers and to examine the difference of results in relation to institutional factors
- To determine the level of job satisfaction of teachers according to job related factors
- To find out the students’ achievement in Bangla, English and Mathematics and to relate the impact of teachers’ job satisfaction with these achievement.

1.5 Research questions

- What are the factors responsible for teachers’ job satisfaction or dissatisfaction?
- How many teachers fall into different levels of job satisfaction?
- What is the job satisfaction situation in the individual schools?

- How the schools differ according to students' achievements?
- What would be the impact of teachers' job satisfaction on the students' achievements?

1.6 Rationale of the study

Although, the present investigation is a unique example of job satisfaction studies, yet it has been inspired by many previous studies to undertake and to build up a strong foundation of the study. Perhaps, Morril (1969) worked on some predetermined motivational factors like interpersonal relation, job security, salary, and work condition as sources of teachers' satisfaction and dissatisfaction. The study at hand, too, will be done on some predetermined factors of job satisfaction to be identified mainly from secondary sources.

The current study would further follow the ways marked by the studies of Anees (2011) and Vroom (1976) who have categorized the job satisfaction factors of educational institutions into two (personal and the factors inherited in the job) and three (personal, job related and socio-cultural) factors respectively. Personal factors comprising of age, gender, marital status, educational qualification and experience of teachers were found almost similar in both the studies. 'Job related factors' undertaken by Vroom were mostly shown in Morril's study also. Factually, Vroom added autonomy of work, recognition of work, participation in decision making etc. and Anees's 'factors inherited in the job' included geography and size of the institution together with other factors. The present investigation instead of 'factors inherited in the job' will use the term 'institutional factors' to distinctly separate this factor from 'job related factors' and 'personal factors or entities'. The process would also help to categorize the independent variables of the current study on a logical frame work shown under the caption of 1.9 i.e. Conceptual Frame Work below.

Thus, another crucial point to depend the current study is its diversity, since no other study in Bangladesh has so far included so many variables to teachers' job satisfaction studies. For examples, Tasnim's (2006) study for an M. Phil degree focused mainly on female teachers' job satisfaction. In Rashid and Sadia's (2013) research, job satisfaction component came out along with other principal components of teachers' professional perception, income and performance in GPS, RNGPS and secondary schools. In the NFE area, none but Biswas (2009) has slightly explored the job satisfaction of BRAC, BNFE, and UCEP's school teachers on the lone factor of 'teachers' remuneration'. In the present effort, on the contrary, job satisfaction is the central or principal concern to examine its relation with many other variables for a comprehensive picture of primary school teachers' job satisfaction in the country.

As indicated earlier, GPS refers to formal schools and Ananda Schools (AS) refers to non-formal schools. Mostly, NGOs offer NFE. Ananda Schools are run by the GoB. Therefore, to go with GPS, AS is the right choice of NFE schools to minimize the risk and to understand the results separately and collectively on a wide premise for some reliable findings which could be used improving primary education of Bangladesh.

1.7 Significance of the study

The studies of job satisfaction (JS) are mostly done on industrial, business and banking organizations at home and abroad. To compare the scenario of JS research, quantity of studies in education is not as remarkable as in industrial and alike areas, and in case of Bangladesh, the picture is further dismal; and again, the shortfall is more acute in non-formal education than the formal education of the country. The present investigation is likely to help not only filling the vacuum of JS research in the country, but also to work on JS in a straight line to the effect of formal and non-formal education for the students' achievements.

In Bangladesh, the goal of primary education is to prepare children for further education and for good citizenship. It is the basic and formative stage of human development where teachers play the pivotal role. To anticipate clearly, if there is dissatisfaction among the primary school teachers on their job, their students would, in turn, be deprived of quality education and there would also be a probability of low access into the schools. The inadequacy in JS with the teachers would further create impediments for future education of the children. It means, the ultimate impact of the teachers' job satisfaction inevitably rolls towards students' performance. It is, therefore, important to find out the imperatives of job satisfaction of the teachers of formal and non-formal primary schools (Ananda Schools) of Bangladesh.

The main thrust of the study is to evolve with several independent components which would transmit individual teacher's attitude or feeling about his/her job. The instrument to be developed utilizing those components would be a unique instance for the future investigators on the area. The study would further pave opportunity to come up with some tangible findings in drawing necessary suggestions for better job satisfaction of primary school teachers of Bangladesh.

1.8 Limitations of the study

The country holds about 3 lakh primary schools in fourteen categories (Appendix--1). But, out of all categories, to maintain a minimum homogeneity among the schools the study has planned to be conducted with only two categories of schools such as GPS and Ananda Schools (AS) of ROSC project. Further the study will be commenced with a limited number of schools to be chosen from the two categories of schools. It is planned that the study would rely upon a total of 84 schools of which fifty percent i.e. 42 will be selected from GPS and another fifty percent i.e.42 will be selected from Ananda Schools (AS) located in 7 upozillas (formal & non-formal) of seven divisions of the country.

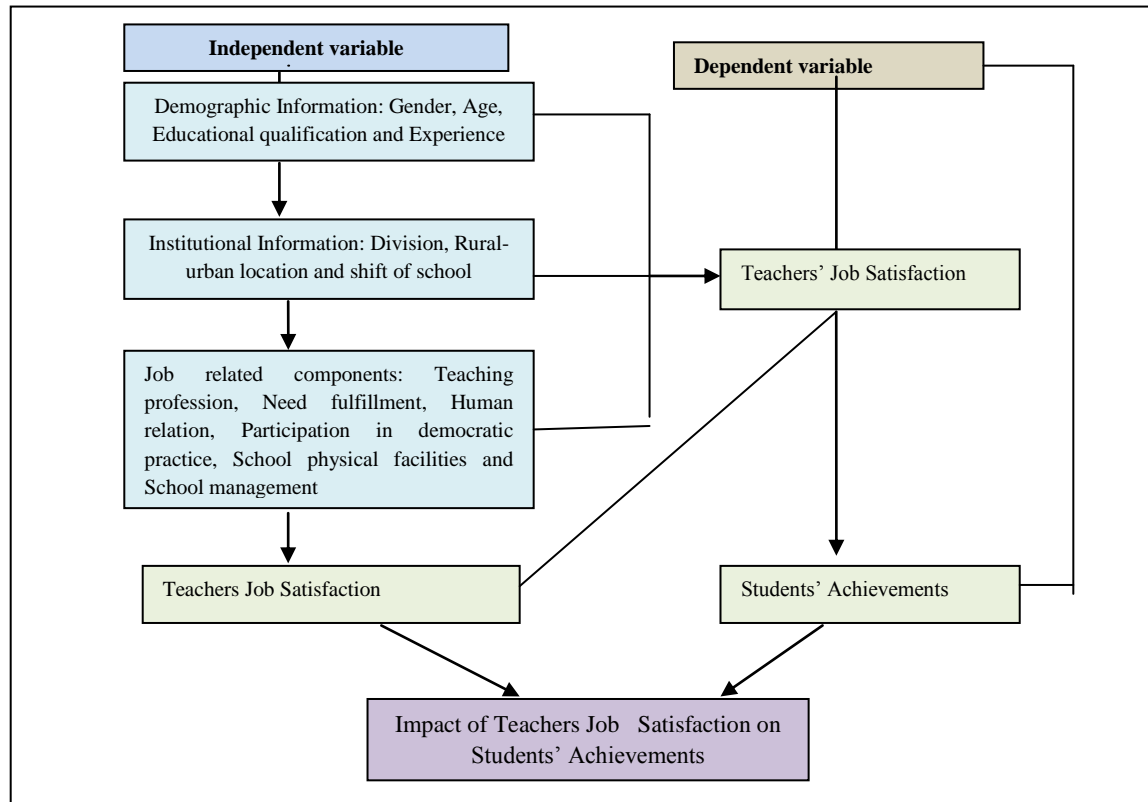
In regard to selection of teachers, the study has further planned to take opinion of 182 teachers, out of which 140 would be from formal primary schools and 42 would be from Ananda Schools. The small number of teachers to be selected from AS due to the reason that one teacher works in one AS. The another limitation of the study is to mention that to judge the impact of job satisfaction on students' achievement, the study has planned to evaluate 1st terminal examination results in Bangla, English and Mathematics of 504 students (252+252) of standard four, and no more than other subjects, examination result and students would be taken into consideration due to constraints of time and other resources. However, it is assumed that a small representation to the study would not be an obstacle since it would be conducted on a clear platform of ideological base.

The present chapter contributed a lot to introduce the study broadly to place it on a strong foundation. The following chapter deals with some information which is closed to the study.

1.9 Conceptual framework of the study

The main focus of the study is the job satisfaction of primary school teachers of Bangladesh. It (JS) would be investigated and examined here in different ways and means. To be precise, the composite score of each job related factors of teachers will form job satisfaction of teachers. JS would then play the role of a dependent and independent variables. It would be found as a dependent variable while it would be studied in connection to teachers' personal entities and school variables. It would be seen how different components of these independent variables lay importance in determining job satisfaction of teachers in different circumstances. Job satisfaction would be treated as an independent variable while it would be studied with students' achievement. Here, it would be known whether JS as an independent variable produce any influence on the dependent variable of students' achievement. A structure of the conceptual frame work of

the study indicating relations among different variables are supposed to explain the idea more clearly. It is shown below:



1.10 Organization of the study

The whole research work has been presented in 5 chapters. The present chapter i.e. chapter one is introductory in nature. This chapter deals with background of the problem, objectives of the study, research questions, rational of the study, significance of the study, definition of important terms used, scope and limitation of the study, conceptual framework of the study and structure of the study. Chapter two includes the survey of related literature found in connection to job satisfaction studies done at home and abroad and their implications for the present investigation. Chapter three deals with methodology of the study to describe population of the study, sample selection, sources of data, preparation of instruments used in the study, quality measures taken, data collection

procedure, variables of the study, data analysis techniques, and ethical consideration of the study. Analysis and interpretation of data have been presented in chapter four. This deals with the determining job satisfaction levels of teachers and schools, and relation of job satisfaction in terms of different variables of the study including students' academic achievements. Finally, chapter five deals with conclusion of the study which includes summary of findings, scope for further research, conclusion and recommendation of the study.

The present chapter contributed a lot to introduce the study elaborately with the pros and cons as background perspective of the study. The chapter started with some important information to make the study clearly understandable and also to place it on a strong foundation. The backup support was, in turn, so relevant to influence the researcher to undertake and work on the current problem of the research. The chosen problem then stated citing origin of JS to suit it in line with Bangladesh context. To solve the problem safely and logically some objectives have been drawn to substantiate research questions of the study. To further relate the topic to the needs of undertaking the research and its importance in Bangladesh, rationale and significance of the study have been established with its limitation. Moreover, conceptual framework is put forwarded keeping in view the further justification of the study in the proceeding chapter.



CHAPTER 2

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with a variety of information to be collected on job satisfaction (JS) from secondary sources such as research studies, books, journals and similar other documents to build up a strong background rationale for the investigation to be held in the primary schools of Bangladesh. Beside, careful measures will be taken to avoid duplication and pitfalls if observe in any previous initiative related to the subject matter. Imperative to point out that the origin of JS research lies with profit-making organizations. Therefore, to look the study at on an extensive premise the information would be collected surveying different documents to suit the needs and objectives of the investigation, and then would be grouped them into a several categories carefully to help discuss the results. The broad categories for gathering related literature are given as follows:

- Job satisfaction studies in general
- Job satisfaction studies in education
- Studies related to teachers job satisfaction and students' achievement
- Theoretical framework of the present study

This chapter will finally instill a few essential points, out of information to be gathered round next to each category, critical to decisive appreciation for the current investigation.

2.1 Job satisfaction studies in general

The world has so far experienced with many research studies on job satisfaction (JS) of employees of business enterprises, teachers of educational institutions and members of social and community organizations. In this section, previous research findings on JS in

general have been presented in terms of international and national (Bangladesh) perspectives.

2.1.1 JS studies in general (international perspective)

During the early era of JS research studies, Herzberg's (1957) two factor theory was probably the most often cited point to this effect. In fact the main idea is that employees in their work environment are under the influence of factors that causes job satisfaction and job dissatisfaction. All the dynamics that were derived from his empirical research on JS of hospital employees could be divided into factors that caused job satisfaction called motivation factors-achievement, recognition, work itself, responsibility, advancement and growth; and the factors that caused job dissatisfaction called hygiene factors-company policies, supervision, interpersonal relations, work condition, salary, status and job security. It shows that Herzberg JS factors are strongly associated with the services of the hospital member of staff.

In his JS study in industry, Vroom (1964) inconformity with Herzberg, had explored job related factors e.g. wage, job content, working condition, promotional opportunity, job status, job security, autonomy of work, participation in decision making, relation with colleagues, reward and recognition of work. In addition, Vroom included two other major factors of JS such as personal factors e.g. age, sex, experience, education, marital status and health, and socio-cultural factors e.g. personal life, family life and social life, in American context. The study inferred that job related factors of good working condition, better wage, relation with colleagues, recognition of good work, autonomy in work, and opportunity of participation in decision making are responsible to create differences in the level of job satisfaction of industrial employees. However, in Indian context, Kakkar (1983) has emphasized on job satisfaction in relation to attitude, job values and vocational interest of women of Bharat heavy electrical limited, Bhopal. Several tools, like

vocational interest record, work value inventory, worker attitude scale, job satisfaction scale and occupational aspiration scale were used. The study observed that job satisfaction and occupational level of the employees were positively related. Lawrence (1972) had also found a positive correlation between job status and job satisfaction.

It indicates that Kakkar added a few more components of JS which are relatively motivational and are indicative of employees' attitudes. According to Blum and Naylor (1968) job satisfaction is the results of various attitudes possessed by an industrial employee. In a narrow sense, their attitudes are related to the job, and are concerned with such specific factors as wage, good condition of work, recognition of ability, fair evaluation of work, social relations and similar other items.

Keeping the concept of factor in view, Susan and Heathfield (2011) in their recent study (Ref. About.com) on the Society for Human Resource Management (SHRM) of America sought to have an impact of JS on two factors critical to employees' morale and motivation as perceived by the employees. Utilizing the employee cancers, they have identified top 15 most important contributors to employee occupational satisfaction and engagement out of 18 factors. These are - job security (63%), opportunities to use skills and abilities in work place (62%), organization's financial stability (55%), relationship with immediate supervisor (55%), job specific training (55%), compensation (54%), benefits (53%), communication between employees and senior management (53%), the work itself (53%), autonomy and independence (52%), managements recognition of employee performance (49%), feeling safe at work(48%), overall corporate culture (46%), flexibility for work-life balance(38%), and relationship with co-workers (38%).The validated factors helped the researchers develop research scale for the investigation.

In this regard some important findings of JS studies can be mentioned. Lawer and Porter (1963) revealed that there is positive correlation between wage and job satisfaction. Pathic (1997) stated that free work environment is significantly correlated to job satisfaction of employees. Bonner (1997) noted that welfare programs including benefits, bonus, overtime, transport allowance, medical allowance, children education allowance etc. have positive relationship with job satisfaction of employees. To evaluate the foreign studies, it would observe that the researchers had worked on several factors of employee job satisfaction. The ethos carried out by the early studies influenced the researchers of Bangladesh also.

2.1.2. JS studies in general (Bangladesh perspective)

The wave of employees' job satisfaction studies knocked in Bangladesh largely from mid-seventies. Perhaps, Mustafa and Silvia (1976) had introduced factor analysis approach to job satisfaction in public sector personnel management. Subsequently, a good number of studies targeting JS factors are being initiated in banking, industry, business sectors and in similar other areas in the country.

In banking area, Ashrafuzzaman (1985) initiated a study on job satisfaction among the employees in BIBM and observed that job security, relation between general employees and authority, physical working environment, rules and regulations, cleanliness, supervision and responsibility of work as the vital factors of job satisfaction, but salary alone is not enough to provide JS.

Correspondence to that, Hossain's (1995) Ph. D study on Job Satisfaction of Commercial Bank Employees in Bangladesh, undertaken job related factors and personal factors as independent variables and job satisfaction as dependent variables. 200 respondents of the study were selected randomly from two nationalized commercial banks (Sonali and Agrani). Among other statistical techniques T-test and Chi-square test were used to

analyze data. It was found that personal factors age, experience and education have significant influence on the overall JS; however, sex and marital status have no significant influence on overall JS. In Islam and Hasan's (2005) study on the overall JS of 575 bank employees belonged to 32 private sector banks of Dhaka city has also used two principal factors such as personal factors and job related factors known as extrinsic factors. The researcher found that intrinsic factors such as working hours, fringe benefits, job security, recognition for challenging work, salary, good relations with colleagues, job status, working condition, participation in decision making, office management and open communication are the causes of satisfaction; while major causes of dissatisfaction are lack of promotional opportunity, lack of job security, lack increment system, lack of working condition, pay inequity and more working hours. On the other hand, pay and promotion have significant influence on the overall JS.

Comparative studies between public and private bank employees on JS were also done in Bangladesh. Hossain and Miah (1992) found that job satisfaction has significant influence on performance and the correlation results also indicate the positive relationship between job satisfaction and performance. It was also observed that promotional opportunity is perceived as the most important factor for job satisfaction followed by the security, application of sound management principles, job status, fringe benefits, participation in decision making and salary by the public bank employees. On the other hand, job security has been perceived as the most important factor by the private sector bank employees followed by participation in management, open communication with autonomy in work, promotional opportunity, salary and fringe benefits. A recent study by Ahamed (2010) for his Ph. D thesis on "A comparative study of public and private sector commercial bank employees in Bangladesh" adopted three key variables to measure the JS of employees of the same banks administering the Brayfield-Rothe questionnaire. Two

public and twenty private sector banks with 385 respondents were taken as sample. The results in terms of job related variable of work environment and JS in the public banks, and personal variables of age & experience and JS in the private bank were found to be strongly associated.

In the field of industry, studies conducted by Haque & Hossain (1992), Rahman & Afrin (1999), and Islam & Swierczeh (2003) are reviewed here. The first one was carried out on industrial workers' motivation and job satisfaction. Findings hint that job security as the most important factor for job satisfaction followed by relations with colleagues, supervision, recognition of good work and working condition factors. In line with, the next study done by Rahman and Afrin also worked on motivation and job satisfaction of jute mills workers in Bangladesh. It was revealed that the majority of the workers were dissatisfied with the incentives given by the respective organizations. Particularly, low rate of pay, poor working condition, lack of advancement were identified most important dissatisfying factors of JS. The third study by Islam & Swierczeh investigated the impact of job satisfaction of technological change on women garment workers in Bangladesh. The study showed that fair pay, less conflicts and information sharing are significantly related with job satisfaction.

Two studies completed in company environment by Nawaz & Rahman (2006) and Karami & Mallik (2005). The first one accomplished a research identifying the determinants of employees' job satisfaction in British American Tobacco, Bangladesh Ltd. The study disclosed that significantly higher percentage of the respondents was satisfied with their present job. The study further disclosed that salary, job security, promotional opportunity, proper supervision and working environment were more important than recognition for good work, autonomy of the work, fringe benefits, job status, open communication, overtime, working hours, for their overall job satisfaction.

Regarding personal factors, the study found a positive relation between age and job satisfaction. The important causes of the job dissatisfaction as perceived by the respondents were poor salary, lack of promotional opportunity, job security, working condition, fringe benefits, working hours, job status, recognition for good work, autonomy of work and lack of recreational facilities. But, Karami and Mallik found no relationship between monthly income and job satisfaction level of workers in milk vita, and there was a weak relationship between designation and job satisfaction while there revealed a positive relationship between education and income of workers.

Having obtained the experience of JS studies in the field of business and allied areas at home and abroad, now the researcher wishes to review the studies in education supplementary to current research with a focus to teachers' job satisfaction. The section would also help understand if there is any similarity between the studies in profit-making organizations and in educational institutions in terms of Job Satisfaction.

2.2 JS Studies in Education

To identify teachers job satisfaction factors the researcher like forgoing section of employees job satisfaction factors was depended on some studies carried out in different countries including Bangladesh.

2.2.1 JS Studies in Education (international perspective)

From the Indian context three studies have been referred here that were completed at primary level. It shows that Akhter (2013) did a postgraduate study at the Indira Gandhi National Open University to analyze the job satisfaction level among the male and female teachers of primary schools at Anantnag district. A total of 100 primary school teachers of which 50 from urban and 50 from rural areas constituted the sample. The study reveals that teachers are very satisfied with their jobs. The mean values of male and female primary teachers are 74.35 and 74.55 respectively fall in the extremely satisfied category.

But the computed t-value (0.664) is not significant. Thus, it is inferred that male and female teachers are not different from each other on job satisfaction variable. To support the finding, Agarwal's (1991) study on job satisfaction with 338 female and 265 male primary and secondary schools teachers could be mentioned. He investigated the job satisfaction of teachers in relation to some demographic variables by administering job satisfaction test developed by Gupta and Srivastava, and the teachers' personal information sheet prepared by him. It was found that trained post graduate teachers, single family teachers and the more experienced government school teachers are satisfied with their job. However, Shah (1983) in his study of socio-economic background of 155 primary school teachers and job satisfaction found that women teachers are dissatisfied with the low pay scale given to them, yet almost all the female teachers had a sense of satisfaction in performance of dual roles as a housewife and a teacher because the teaching profession traditionally commanded high esteem. Another important finding of the study was that, due to impact of democratization the traditional hold of the upper casts over the education system is gradually diminishing. Data were mostly analyzed using number and percentage. It may be said JS studies, done in Indian context, submitted here give relatively mixed results on the job satisfaction of teachers especially at primary schools.

In view of international scenario three more studies, one each from Nigeria, China and Canada, conducted on the primary/elementary school teachers' JS mainly in terms of their (teachers') personal factors, factors leading to JS and workplace condition variables have been presented.

In Nigeria, study done by Abioudun (2012) on job satisfaction status of 238 (M: 95 & F: 143) randomly selected teachers from 20 public and private primary schools in Ota indicated that greater percentage of teachers (52.9%) are very satisfied with their job. It

was also evident that female teachers are very happy with their job than male teachers; and there exists a significant positive relation of JS with educational qualification and age groups while there is no significant difference between gender and JS.

The second study carried out by Tanja (2005) on “Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural Northwest China” to examine the factors leading to satisfaction among teachers serving poor rural communities. As sample 100 village leaders, 128 principals and 1003 teachers of Gansu, one of the China’s interior northwestern provinces were selected. It was found that some factors: community factors, remuneration, school environment, school economic resources and working conditions, workload, opportunities for personal and professional advancement, collegial relationships and collaboration, training and certification are related to teacher job satisfaction.

To bring up Canadian study conducted on the basis of teachers’ data (1999) at New Brunswick elementary schools to examine how teachers’ professional satisfaction is related to workplace condition. It was found that workplace conditions measured through teaching competence, administration control and organizational climate positively affects teachers’ job satisfaction.

In terms of secondary institutions, several studies carried out in USA, Kenya, Nigeria, India and Nepal have been evaluated to continue with the present investigation in Bangladesh.

It shows that Moore (2012) did a study on the Role of School Environment in Teacher Dissatisfaction among U.S. Public School Teachers utilizing 2007-2008 School and Staffing Survey. The school environment was defined through a social-ecological perspective of schools. Teacher dissatisfaction was quantified through a composite of variables that asked teachers about their overall feelings regarding the profession. A

logistic regression was performed with teacher dissatisfaction as the criterion variable, and school environment variables and teacher background variables as predictors. School environment played a statistically significant role in the dissatisfaction of teachers. Specifically, teacher autonomy and principal leadership decreased the odds of teacher dissatisfaction while students and community problems increased the odds of teacher dissatisfaction. Once school environment was taken into account, the log odds of teacher race, middle school status, and rural school locale increased. It is important to note that most teachers surveyed are satisfied to a high or moderate degree of JS.

Wangai (2012) did a project work on factors affecting job satisfaction among secondary school teachers of Mwatate district, Kenya. Here JS was considered as dependent variable and selected demographic independent variables are gender, age, marital status, academic qualification, teachers' experience, students' performance and supportive co-workers. Content analysis of the responses added that 21% of the respondents are either satisfied or extremely satisfied in their job while the rest 79% indicating moderate to not at all satisfy. More females (30%) than male (11%) teachers are satisfied. Salary level was ranked as the most important factor towards job satisfaction and poor pay as the most dissatisfying job factor. It further revealed a number of significant differences between the computed means of the overall levels of job satisfaction and variables of age, academic qualification and the teaching experience. But the same is not tenable in case of job satisfaction between male and female teachers in Kenya.

Studies conducted by Anju (2002) and Singh (1992) in India, and Singh, (1984) in Nepal in the secondary schools to find out relations of leadership and organizational climate with JS of teachers.

Anju's comparative study was done on leadership style of principals and job satisfaction of teachers and organizational climate of govt. and private senior secondary schools in

Delhi with a sample comprised of 28 govt. and 28 private senior secondary schools and 1120 respondents. Leader behavior description questionnaire (LBDQ) of Halpin and Winner; school organizational climate description questionnaire (OCDQ) of Motilal Sharma and job satisfaction scale developed by investigator were used to collect data. Mean, standard deviation, t-test was applied and co-efficient of correlation was calculated. It was found that in govt. schools 46.4% teachers are highly satisfied, 35.7% teachers are moderately satisfied and only 17.8% teachers are low satisfied. Further the leadership style of the principals and job satisfaction of teachers was found significant; no significant relation was noticed between job satisfaction of teachers and organizational climate in govt. schools. The result of the study was somewhat different from Singh's (1992) study on organizational climate (OC) and leadership behavior with respect to job satisfaction of secondary school teachers in the State of MP, India. It was found that job satisfaction was positively related with Initiating Structure and Consideration dimensions of principals' leadership behavior; teachers working in the Open climate were more satisfied than teachers working in the Autonomous, Controlled, Paternal and Closed climates. It was also revealed that female teachers had more job satisfaction than male teachers.

In Nepal too, almost similar findings were observed in the study of Singh (1984) on the effect of the headmaster's leadership on teachers' job satisfaction and morale as perceived by the secondary teachers in Nepal. Singh selected a sample of 189 teachers randomly from 15 secondary and vocational secondary schools to apply headmaster's leadership behavior questionnaire (HLBQ) and teacher job satisfaction and morale (TJSM) instruments. Results show a significant positive relationship between headmaster's task and teachers' job satisfaction and morale; and headmaster's expressiveness and teachers'

job satisfaction. It is indicative from the studies leadership and organizational climate that JS is the product of these independent variables (leadership and OC).

Prior to above cited studies, Gupta and Srivastava (1981) had conducted a study of relationship between job satisfaction and personality maturity of 202 secondary school teachers drawn randomly from the secondary schools of Meerut division, India. JS was measured by a 5-point Likert type scale with 80 items and the personality maturity test of Helner was used for determining personality maturity. T-test technique was used to find out the significance difference. It was found that teachers who are having matured personality characteristic are much more satisfied in their job in comparison with those teachers who have immature personality characteristics; highly matured teachers are much more satisfied than the highly immature teachers; teachers who have matured personality characteristics maintain better relations among their colleagues and also with their principals.

Two studies referred in Anees (2011) study, done by Siddique (1994) and Seenivasan (2007) in the secondary and higher secondary schools, India also provide some important findings for the present research. Siddiqui's study on the level of JS among 110 secondary school teachers indicate that there are no differences in the levels of teachers' JS and also between teaching experience and JS; while age and marital status are correlated to JS. To mention Sreenivasan's study on JS of 82 higher secondary school teachers using job satisfaction questionnaire developed by him found that all the teachers irrespective of their sex and academic qualifications are satisfied with the job. But teachers belonging to different age groups did not differ significantly and male teachers are dissatisfied with the variable of interaction in the work; female teachers are dissatisfied with the factors like nature of communication; and professional teachers are

dissatisfied with the factors of opportunity for carrier advancement, nature of communication, job security, curricular issues and community involvement.

Two other studies conducted in Indian context at college level by Panda (2006) and Ramkrishnaiah (1980) are presented to understand about JS situation in those colleges. Panda studied job satisfaction of college teachers of Assam and Orissa with 440 college teachers using the job satisfaction scale (J.S.S) developed and standardized by the investigator. Mean, standard deviation, percentage and test of significance were used to find out the result. Majority of college teachers of Assam and Orissa were found to have either high or moderate degree of job satisfaction; general college teachers have moderate job satisfaction in terms of sex, experience, location and status of the colleges; however, these dimensions did not differ significantly in their degree of job satisfaction: more than 40% of rural and aided college teachers have shown dissatisfaction in their job.

Ramkrishnaiah (1980) had conducted a study of job satisfaction, attitude towards teaching and job involvements of college teachers in S.V university area, India. It was found that 93 percent of the college teachers who were highly satisfied with their job expressed that they have cordial relationship with their colleagues, female teachers are more satisfied than the male teachers; no significant difference between the levels of job satisfaction of junior college teachers and of degree college teachers; teachers belonging to different socio-economic status did not differ in the level of their job satisfaction; the level of job involvement of teachers did not have significant effect upon the level of their job satisfaction.

In the field of teacher education, Anees (2011) and other researchers contributed a lot towards JS studies. To start with Anees who conducted a Ph. D research on a Comparative Study of Job Satisfaction of Teacher Educators Working in Private and Public Funded Institutions in Relation to Their Work Motivation and Occupational

Aspiration with a hundred 500 teacher educators selected following purposive convenient sampling. The researcher used work motivation questionnaire by Agrawal, and the job satisfaction questionnaire and occupational questionnaire for teacher educators prepared by investigator. T-test, correlation, multiple regression were used apply for data analysis. It was found that: there is no significant difference in job satisfaction, occupational aspiration of male and female teacher educators working in private and public funded institutions. It was also found that level of job satisfaction is higher in female teacher educators in comparison to male teacher educators. The researcher suggested conducting a comparative study of influence of teachers' motivation on students' achievement in private and government school.

Goyel (1980) conducted a study of the relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators in India. The sample consisted of 314 teacher educators working in 38 institutes. Job satisfaction inventory and Bell adjustment inventory were used. Mean, standard deviation, t-test were used for interpretation. It was found that: a large majority of the teacher educators who are favorable towards their profession and are satisfied in the job; however, who are not well adjusted, have low professional interest, the attitude and JS of different groups did not differ significantly; a majority of the teacher educators have low interest in the profession; emotional stability among the teacher educators increased with age; professional interest among teacher educators increased with teaching experience in a school.

Korb and Akintunde (2013) conducted a study on exploring factors influencing teacher job satisfaction in Nigerian schools part-time educational program. The purpose of this study was to identify factors that contribute to teacher job satisfaction and to determine the level of job satisfaction amongst teachers. A sample of 117 teachers enrolled in the

part-time educational program completed a questionnaire that assessed their job satisfaction. Factors like teaching job satisfaction, monthly salary, teacher/principal relationship, provision of instructional materials, attitude toward the teaching profession, and belief in social contribution of teaching were predicted to be related to teacher job satisfaction. Overall, a majority of the teachers were satisfied with the teaching profession. Monthly salary was not significantly related with teacher job satisfaction. However, the four other factors were related to teacher's job satisfaction. Choosing teaching as a last resort career had a weak negative correlation. The purpose of the study was to conduct an empirical investigation about satisfaction amongst Nigerian school teachers. They analyzed teacher job satisfaction and found that an overwhelming majority of teachers had positive job satisfaction. This contradicts popular belief that Nigerian teachers have low job satisfaction.

Voric (2011) did a Doctoral Dissertation on Special education teachers' job satisfaction status and on other related factors. Purposive sampling was used in the study. The study utilized School Support Questionnaire (SSQ) developed by him and Brayfield- Rothe Job Satisfaction Index (1951) as modified by Warner (1973). The result of the study was based on some assumptions. The participants in the study (N=115) responses indicate "agree" (M=4.28). It means that they are satisfied with their jobs. The teachers are also are satisfied with their current wage status.

Brooke (2007), in his study found that there is a constructive association among promotion and job satisfaction. Academicians are more motivated and committed to perform a job and also more satisfied if promotion opportunities are available to them.

Karen (2005) in his doctoral study found that gender, age, years of experience, race, teaching assignment, marital status, current salary, location of school, school community support, collaboration and benefits are the predictor variables affecting job satisfaction

and retention of teachers . The questionnaire consisted of 49 items. A four point Likert scale was used to interoperate data.

2.2.2 JS studies in education in Bangladesh

The current sub-section provides job satisfaction researches done in the education field of Bangladesh. Interesting to mention that the first study of job satisfaction in education in Bangladesh entitled “The determination of factors contributing to job satisfaction and dissatisfaction of secondary school teachers of Dacca city” was conducted by Morrill in 1969 at IER, University of Dhaka for his Ph. D degree getting influenced by Herzberg, Vroom and alike other researchers in the field. With this example, one may assume that Bangladesh is not very new in doing search on JS as Morrill laid the foundation stone in education so early keeping similarity with the contribution of precursors of JS research.

Morrill in doing his work with 120 secondary schools of Dhaka city found that predetermined motivational factors of achievement, interpersonal relations, responsibility, possibility of growth, work itself, supervision, advancement, policy & administration contributed to job satisfaction. However, factors of salary, working condition, status, recognition of work, personal life, work itself and job security are the sources of dissatisfaction. He also found that satisfaction of teachers of both Dhaka and USA is influenced by these factors. He used Chi-square test at .05 level of confidence to come up with the result.

Following the lead blazed by Morrill several studies of JS in the field of education were conducted after the liberation of Bangladesh. To give a short account of these, studies so far found available and relevant to the present research are reviewed here.

In the primary education, a study on JS was done by Tasnim (2006) entitled Job Satisfaction among Female Teachers: A Study on Primary Schools in Bangladesh at the University of Bergen, Norway, for her M. Phil degree. Using qualitative and quantitative

approaches she conducted her study among female teachers of 6 GPS with the help of an interview schedule and questionnaire constructed by her. It was found that both male and female teachers (100%) were highly dissatisfied with poor salary structure; most of the female teachers choose this profession willingly but a big number of male teachers did not like this profession and some of them are doing this job since they did not get other better jobs. A big number of male and female teachers are satisfied by this profession because it is a govt. as well as secured job. Both the male and female teachers having higher degree than the required qualification are found satisfied; most of the male and female teachers revealed that there is no career in primary education; in urban area most of the teachers are female, but in rural area, the picture is opposite; school administration creates dissatisfaction among both male and female teachers. Urban school teachers are more satisfied than rural school teachers. Study indicated that salary is the main purpose of job and it is natural that a handsome salary will bring job satisfaction in teaching.

Perhaps the latest JS research in education of Bangladesh entitled, Teachers' Professional Perception, Income, Job Satisfaction and Performance: An Exploratory Study was conducted by Rashid and Ritu in 2013. A questionnaire prepared by the researchers later on tried out with 30 teachers from 3 types of schools (GPS, RNGPS & Secondary). The study is based on an opportunistic sample of 215 teachers selected from 7 upazilas of 7 district of Bangladesh. The collected data were analyzed by applying simple descriptive statistics methodology to draw inferences about the personal and professional status of primary and secondary teachers and their work in Bangladesh. Here the researchers found out some factors of job satisfaction and dissatisfaction. The satisfactory factors are – learning of learners, social status and respect by students, honorable and peaceful job, able to good teaching, honest living, proper learning environment, recognition of duty by supervisor, opportunity of learning regularly, students are in high position, security in

workplace, enjoy teaching the children. On the other hand, factors of dissatisfaction in teaching profession are low salary, guardians lack of awareness, no proper evaluation by supervisor, unwanted pressure of SMC, low public esteem for teaching, lacking proper environment in school, cannot implement own thinking, students do not learn, unavailable learning material, lack in classroom discipline. However, low salary was found to be the most frequent cause for dissatisfaction of teachers, 22.5% holding this view.

In absolutely secondary level, one study was conducted by Hossain (1992) on job satisfaction of 200 teachers of eleven secondary schools of Dhaka city. A Structured questionnaire was used to collect data. 13 items were selected covering different aspects of both their life in school and their profession. It was reported that public sector school teachers are more satisfied than the private sector school teachers, job security is more important to the private sector school teachers than the teachers of public sector schools, salary is more important factor for job satisfaction of public sector school teachers than the private sector, and no significant influence of age and experience on the overall job satisfaction of the teachers. But, teachers with lower income were more satisfied than the higher income group. Female teachers with more education and trained teachers are more satisfied than the male teachers with low education and no training. Public sector school teachers were more satisfied in respect of their job security, promotional opportunity, job status, working condition and autonomy in work than the private sector school teachers. But private sector school teachers are more satisfied in respect of their salary and recognition for good work than the public sector school teachers. The study further revealed that private sector school teachers were suffering from job insecurity, undue influence of managing committee, poor working condition, undemocratic working condition and lack of promotional opportunity, while public sector school teachers are dissatisfied with their salary, undemocratic condition, lack of promotion, transfer and

non-cooperation from the students than the former, The study clearly suggests that between the personal and organizational factors, the latter play a more decisive role in producing job satisfaction among the subjects. As the organizational factors are under the control of the organization, which could easily be manipulated to increase job satisfaction and reduce dissatisfaction.

In regard to college education, Rahman (2008) conducted a comparative study on job satisfaction among public and private college teachers of Dhaka city. 250 teachers from 30 public and private colleges took part in the study. A structured questionnaire developed by the researcher was used. Besides, significance of mean differences, descriptive statistics was used for data analysis. Results show that gender differences exist on job satisfaction while age and job experience did not affect respondents' attitude. The study also shows that teachers are very sensitive on the quantity of remuneration. Relationship with colleagues has been come out as an important factor of job satisfaction. Similarly, Rasheed (2008) also studied on Job Satisfaction among Public and Private College Teachers of Dhaka City: A Comparative Analysis. He found that the factors like job design, work environment, feedback, recognition, decision making participation are the potential factors for satisfying teachers in college education.

At university level, Mahmuda and Rahman (2000) conducted a research on the teachers' quality of Dhaka University and job satisfaction. The study found that in case of lecturers and assistant professors female teachers reported more job dissatisfaction than their male counterparts. Another study at university level conducted by Rahman (2006) to investigate the factors contributing to the satisfaction and dissatisfaction of the public and private university teachers of Bangladesh and also to search influential factors of JS. The study found that there is a significant difference between public and private university teachers regarding job satisfaction on different factors. The result also revealed that

teachers' age and job experience do not have any significant influence on job satisfaction though gender disparities were profound among their responses. The major characteristics of the job satisfaction profiles of dissatisfied teachers include their major concerns in the areas of salary, promotion, recognition from authority for good job and performance feedback. It was also observed that if these concerns are properly addressed, the size and the gravity of the dissatisfaction experienced by dissatisfied teachers may be reduced. The study further revealed that there are differences in the opinion of the two groups in many of the factors of job satisfaction. Analysis also showed that private university teachers are enjoying more technological facilities (internet, multimedia etc.) than public university teachers and it has come out as a significant factor for the overall job satisfaction. Public university teachers are not properly satisfied with these facilities because of lack of adequate supply.

It shows that there are job satisfaction studies at all levels of education; and everywhere JS was considered as a dependent variable; but as soon as its influence is investigated across the students' achievement it plays the role of an independent variable.

2.3 Studies related to job satisfaction and students' achievement

Herzberg (1957) found that more satisfied workers will tend to add more value to an organization; and unhappy employees, who are motivated by fear of boss, will not give 100 percent of their effort for very long. Today, in the field of education, students' achievement is considered as the most important criterion for the educational effectiveness. The next attempt would be to understand the influence of JS as an independent variable on the students' achievement found by different studies.

2.3.1 Studies related to teachers' JS and students' achievement (international perspective)

Anees (2011) conducted the study in Indian context depending upon a variety of factors which were categorized into personal factors and factors inherited in the job which are controlled by the management. The geography and size of the institution were also included in the study. Before, Anees study in Indian context, Sreenivasam (2007) studied the JS in higher education in teachers of personal, job related and social factors. Rashid (2013) identified teachers' job satisfaction against environmental factors, and later on, Moore (2012) worked on same factors in American context. As there is no perceptible difference among the different studies in determining JS factors, a study on the predetermined factors would be conducted in the primary schools of Bangladesh.

Chutia (2013) conducted a research on impact of teachers' job satisfaction in academic achievement of the student in Assamese medium secondary schools of Kamrup district of Assam, India. The researcher did the study to measure the level of job satisfaction and to measure the students' achievement. The study further found out the relation between the level of job satisfaction and the students' achievement. It was a descriptive survey study. The sample has been confined to 100 schools and 1000 teachers. Here Dixit's Job Satisfaction Scale and Data Gathering Schedule for students' achievement were used. Some statistical approach like Pearson correlation, percentage, graphical representation and tables were used for data analysis and interpretation. The study found that there exist very negligible correlation between the teachers' job satisfaction and the academic achievement of the students in Assamese medium secondary schools of Kamrup district of Assam.

Wangai (2012) did a project work on factors affecting job satisfaction among secondary school teachers of Mwatate district, Kenya. He found that students' performance was not affected by the level of job satisfaction possessed by the teachers.

Georgiou (2012) conducted a study on the impact of teacher job satisfaction and interpersonal behavior on student achievement in Cyprus' context. The main purpose of the study is to examine the relationship among the high school teachers' job satisfaction, their interpersonal behavior and students' achievement. The study addressed 2603 students and 98 teachers of randomly selected 52 high schools in Cyprus. Data were collected by using a job satisfaction questionnaire developed by Dinham & Scott (1998), Questionnaire for Teacher Interpretation & Questionnaire for Principal Interpretation. It was found that teachers' interpersonal behavior variables were associated with student achievement. The effect of the factor influence was more than the effect of the factor proximity on student achievement. Furthermore, this study reveals that teachers' job satisfaction has not any impact on student achievement. This finding is questioning the strong assumption that a teacher with high level of job satisfaction is an effective teacher. One suggestion for further research is the investigation of job satisfaction in other educational contexts and whether job satisfaction has an indirect effect on student achievement through the quality of teaching.

Jacob and Lefgren's (2008) study examined how differences in teacher quality affected students' achievement in a midsized district. They found significant difference in value-added teacher effectiveness, but only a small effect considering teacher education or experience. They concluded principal rankings are better predictors of teacher performance than observed teacher qualifications. (Buddin & Zamarro, 2008).

Aaronson, Barrow and Sander (2008) examined teacher quality using a value-added gain score approach and found teachers have a strong effect on student achievement, but traditional measures of teacher quality such as education, experience and credential type have little effect on classroom results. The consensus of these studies is that teacher quality has a large effect on student achievement; however, only the Clotfelter (2006)

study indicates education and experience have a positive effect on student achievement. (Buddin & Zamarro, 2008).

Katharian (2005) did a research on teachers' job satisfaction, students' achievement and the cost of primary education. The purpose of the study was to find out the factors determining teachers' job satisfaction. In order to test the link between teacher job satisfaction and education quality, student achievement at the end of the year it appears that teacher job satisfaction does exert a positive and significant influence on student learning. This may be interpreted as a translation of job satisfaction into motivation, i.e. higher effort on the job, which in turn leads to higher outcomes. Given the relevant determinants of teacher job satisfaction analyzed and the relevant determinants of student achievement presented, evidence in this paper is consistent with the expectation that there is a positive impact of teacher job satisfaction on education quality and that therefore, education quality can be influenced by influencing teacher job satisfaction.

Tanja (2005) to assess the impact on students' achievement informed that teachers may also play a crucial role in educational attainment. Tanja farther argues that higher school quality results in lower dropout rates and that teacher quality is the most important factor contributing to overall school quality.

2.3.2 Study related to students' achievement in Bangladesh

Khan (2002), in his study, an assessment of the learning achievement in environmental studies of the 4th grade learners of Non-formal primary education program of Proshica found that the learners are better in the social studies competencies and also on the competencies which are involved in much thinking and reasoning.

Hossain (2001) found that learning achievement score on life skill of the 185 students of class 4 in 5 government primary schools in Dhaka city was 66.27%, which is satisfactory.

Akhter (1996), in her study, academic achievement of the NFPE learners in BRAC School, found that teacher quality has been linked empirically to various student outcomes. Factors such as teachers' knowledge of subject matter, verbal and math proficiency scores, and qualifications have all tended to be associated with higher student achievement. Teacher quality has been linked empirically to various student outcomes. In research conducted in developing countries, factors such as teachers' knowledge of subject matter, verbal and math proficiency scores, and qualifications have all tended to be associated with higher student achievement. Despite the fact that high-quality teachers are more difficult to recruit and retain in rural communities, there has been little investigation of the association between teacher satisfaction and such community characteristics as poverty, remoteness, and social resources. To date, researchers have focused on the relationships between teacher job satisfaction and individual and job characteristics. This research has taken two main approaches: a focus on facet-specific job satisfaction and an emphasis on understanding teachers' overall sense of satisfaction with their job. Islam (1982) in his Ph. D study found that effectiveness of secondary teachers training colleges (TTC) program of Bangladesh depends on teachers' morale, organizational climate and leadership behavior of principals. Effectiveness of program was determined on the basis of several factors that lead ultimately to the achievement of trainee-teachers of the colleges.

Biswas (2009) conducted a study on effect of teacher's remuneration on teaching quality in non-formal primary education. 16 non formal schools run by BRAC, BNFE, UCEP, PRODIPON, ASD located mainly in Dhaka division were purposively selected for the study. One of the objectives of the study was to explore job satisfaction in the context of remuneration. It was found that most of the teachers of NFE centers are not satisfied with their present salary status. Actually quality issues in teaching are not followed by the

teachers who are getting low remuneration. He argued that all the arrangement for increasing teachers' salary / benefits would ultimately help improve quality of teaching in the NFE centers. Children having more care and affection from the teachers who are satisfied with their remuneration would perform well in the classroom.

2.4 Theoretical framework of the present study

It reveals from the studies referred here, done in industrial and allied areas, from the years fifties to beyond 2000 on JS in international and Bangladesh contexts have mostly been emphasized on job related and personal entities / factors. The factors have been termed as independent variables to investigate impact on the JS of the employees of an organization as it is planned theoretically for the study, too.

The forgoing review of researches carried out in Bangladesh and abroad on job satisfaction of different employees including teachers of formal and non-formal schools; and students' achievement would have certain theoretical inferences for the present study.

In brief these are stated below:

- 1) The job satisfaction studies reviewed here are conducted either with a small and big sample. The present study has been planned to be conducted in 84 schools with 182 respondent teachers and 504 students. The sample size for the study seems to be ideal in respect to Bangladesh.
- 2) Job satisfaction of teachers, students' achievement, job satisfaction and its impact on students' achievement, level of teachers' job satisfaction are measurable. For these purpose several studies done in Bangladesh and in other countries reviewed in this chapter have administered some tools which are either prepared or adopted by the researchers. However, the most of the researchers, either way took the help

of four or five point Likert type scale of Job Satisfaction Questionnaire (JSQ), Brayfield-Rothe Job Satisfaction Index (1951) and the like. Hence, Bayfield-Rothe Job Satisfaction Index in its original form with 19 items, however, present researcher in line with Likert and Bradfield scales has developed job satisfaction questionnaires considering Bangladesh context. She also tried out the instruments for her study.

- 3) Some studies referred here have made factor analysis in their job satisfaction studies while some other did not. Those who did not go for factor analysis conducted their studies on the basis of predetermined factors of job satisfaction. In the present study several personal factor, job factor, socio-cultural factor have been taken into consideration. Job satisfaction factors are determined through review of different factors used in different studies. Furthermore, these factors are validated through collecting opinions of the experts, teachers and researchers of education. However, to make it fit in Bangladesh situation, especially for non-formal primary school teachers, JSQ has been modified adding some new dimensions to measure the level of job satisfaction of the teachers. The instrument contains 40 items in 20 dimensions.
- 4) There are studies which have used some statistical approaches like Pearson correlation, percentage, graphical representation and tables for analyzing data related to job satisfaction of employees/teachers and students' achievements/worker performance. In the present study relation between job satisfaction of teachers and students' achievements has been analyzed using percentage, tables and graphical presentation using SPSS.
- 5) Different researcher found many job satisfaction factors like achievement, recognition, work itself, responsibility, advancement, and growth and factors that

cause job dissatisfaction called hygiene factors- Company policies, Supervision, Interpersonal relations, Work condition, Salary, Status and Job security. Other researcher found that ten predetermined motivational factors - Achievement, Interpersonal relations, Job Security, Recognition, Responsibility, Possibility of growth, Work itself, Supervision, Advancement and Policy & Administration contributed to satisfaction. Thirteen factors- Salary, Working condition, Status, Policy and Administration, Responsibility, Possibility of growth, Recognition, Personal life, Advancement, Work itself, Job Security, Supervision and Achievement were sources of dissatisfaction. But the present researcher has worked on several factors relating to personal entities, demographic, job related and socio-economic factors assuming that these will play important role in determining job satisfaction of the teachers.

- 6) Besides getting overall view of research on these variables the review of literature also exhibited information on methods of data collection, research design, tool construction, use of statistical tools for analyzing data, which helped the investigator in developing an appropriate framework of the study that will be discussed in the subsequent chapter.



CHAPTER 3

CHAPTER THREE

METHODOLOGY OF THE STUDY

In this chapter the methods and techniques followed in accomplishing the study have been described. The study intends to use both qualitative and quantitative approaches of data collection from secondary and primary sources. The secondary information was collected from document survey while the primary data were collected through sample survey from the opinion of different categories of respondents. This chapter contains methodological design, selection criteria of participants, the research design, research techniques, sampling process, source of participations, participant's size, research tools, procedure of data collection and analysis. Throughout the study the researcher also tried to highlight a brief picture of the plan and procedures followed in relation to different purposes of the study. The methodology therefore consists of following activities.

3.1 Nature of the study

It is a descriptive as well as qualitative research conducted following survey method to collect primary data from the different stakeholders of both formal and non-formal education. However, secondary data were collected from different research studies, books, journals and reports following document survey method.

3.2 Population of the study

The population of the study consists of all the teachers of fourteen categories of primary schools including GPS and non-formal primary schools. There are 104,017 formal and non-formal primary schools in Bangladesh and 449,799 teachers are teaching 19,003,210 students in those schools. (Source APSC 2012A).

3.3 Sample selection

According to the Bangladesh Primary Education Annual Sector Performance Report 2013, primary education is run by 14 categories of schools. Out of them, some are formal and some are non-formal schools. For example, Government Primary Schools (GPS), Experimental Schools (ES), Schools attached to High Schools and High Madrasha are mainly offering formal primary education. On the other hand, Ananda Schools (AS) run by ROSC Phage - 2 Project of GoB, and different NGO Schools including BRAC Schools are offering primary education through non formal mood. According to ASPR -2013 the number of formal school is 71,753 and out of which 37,672 are GPS, and number of non-formal school is 32262 and out of which 5862 are Ananda Schools. Considering the importance of different categories of schools, accessibility, and authenticity, the researcher decided to conduct the present study on the GPS for formal education and AS for non-formal education, both of which are run by the Government of Bangladesh. To meet the purpose of the present study 42 government primary schools (GPS) and 42 non formal i.e. Ananda schools (AS) were selected following purposive convenient sampling procedure from seven upozillas of seven administrative divisions of the country. Each division has 6 formal and 6 non formal schools.

A government primary school (GPS) normally has 4 to 12 teachers each for teaching classes one to five. Here also, in selecting teachers, the researcher followed the rules of purposive convenient sampling. In regard to formal schools 3 to 5 teachers were selected from each selected school. Small number of teachers was selected from schools having small number of teachers and vis-à-vis. Ananda School (AS) consists of one teacher, thus from 42 schools 42 teachers were selected. Selection of teachers from both categories of schools was so decided to make the sample representative at least from an individual school.

To find out students' achievement in three basic subjects of Bangla, English and Mathematics, 6 students of class four of the selected schools each were selected according to random sampling procedure with 5 intervals following class roster. Results of 1st terminal examination were collected from school records of the class four children considering importance of grade and timing of examinations.

The following table 3.1 depicts the sampled population of the study:

Table 3.1 Distribution of different categories of sample

Category	No of school	No of Teachers	No of Students	Total
Formal (GPS)	42	140	252	434
Non formal (AS)	42	42	252	336
Total	84	182	504	770

Table 3.1 shows those 84 schools, 182 teachers' and 504 students were selected for the study.

3.4 Characteristics of the Sample Respondents

Table 3.2: Male female Distribution of teachers and officers

Category	Teachers		Total
	Male	Female	
Formal (Govt. Primary Schools)	59(42.14)	81(57.86)	140(100)
Non formal (Ananda Schools)	08(19.05)	34(80.95)	42(100)
Total	67(36.81)	115(63.19)	182(100)

Table 3.3: Distribution of respondent teachers according to age level

Category of school	Age level of teachers				Total
	20-30	31-40	41-50	51-60	
Formal	25(17.86)	63(45)	33(23.57)	19(13.57)	140(100)
Non-formal	23(54.76)	13(30.95)	6(14.29)	0	42(100)
Total	48(26.37)	76(41.76)	39(21.43)	19(10.44)	182(100)

Table 3.4: Distribution of respondent teachers according to their marital status

Type of school	Marital Status			Total
	Married	Unmarried	Others	
Formal school	124(88.57)	15(10.71)	1(0.72)	140(100)
Non-formal school	30(71.43)	12(28.57)	0	42(100)
Total	154(84.62)	27(14.84)	1(00.54)	182(100)

Table 3.5: Distribution of respondent teachers according to their educational qualification

Type of school	Educational Qualification			Total
	SSC &HSC	Graduation	Masters	
Formal school	36(25.71)	63(45.00)	41(29.29)	140(100)
Non-formal school	39(92.85)	03(7.15)	00	42(100)
Total	75(41.21)	66(36.26)	41(22.53)	182(100)

Table 3.6: Distribution of Respondents teachers according to their years of experience in teaching

Type of school	Experiences					Total
	1-10	11-20	21-30	31-40	40+	
Formal	4(02.86)	60(42.85)	40(28.57)	27(19.29)	9(06.43)	140 (100)
Non-formal	6(14.28)	28(66.67)	8(19.05)	-	-	42(1000)
Total	10(05.49)	88(48.35)	48(26.37)	27(14.84)	9(4.95)	182(100)

Table 3.7 Division wise distribution of sampled schools

Category	Dhaka	Chittagong	Rajshahi	Khulna	Barishal	Sylhet	Rangpur	Total
Formal	6	6	6	6	6	6	6	42
NF	6	6	6	6	6	6	6	42
Total	12	12	12	12	12	12	12	84

Table 3.8: Distribution of schools according to rural and urban location

Category of school	Location		Total
	Urban	Rural	
Formal school	24(57.14)	18(42.86)	42(100)
Non-formal school	00	42(100)	42(100)
Total	24(28.57)	60(71.43)	84(100)

Table 3.9 Distribution of schools according to Shift

Type of school	Shift number		Total
	One	Two	
Formal school	16(38.10)	26(61.90)	42(100)
Non-formal school	42(100)	00	42(100)
Total	58(69.05)	26(30.95)	84(100)

All the Ananda schools are one shift schools.

3.5 Sources of data

Data for the present study were collected from two sources- primary and secondary. Primary data were collected from the teachers on both formal and non-formal schools using close ended questionnaire prepared by the researcher. The secondary data were collected from the previous related studies done in the area and also from different documentary sources. The sources comprised of school records, publications in the form of books, journals, documents, reports, theses/dissertations and rules concerning the present research study.

3.6 Instruments used in the Study

The study used two types of instruments to collect information from the respondents.

These are given below:

- Primary School Teachers' Job Satisfaction Inventory (PST-JSI)
- Students' Academic Achievement Profile (SAAP)

3.7 Preparation and Description of the Instruments

How the above mentioned instruments were prepared and what were the essential elements in relation to teachers' job satisfaction are incorporated in the instruments. The process is discussed here.

3.7.1 Primary School Teachers' Job Satisfaction Inventory:

This instrument consists of two parts. Such as-

Part 1: Demographic Information (DI)

Part 2: Job Satisfaction Questionnaire (JSQ)

The inventory is developed on the basis of the secondary information collected through literature survey. Part one of the inventory consists of 14 items relating to teachers' personal entities and institutional components while part two consists of 40 statements (20 positive and 20 negative) that speak about teachers' attitude towards job satisfaction. Part two carries the information in connection to job related factors of the study.

3.7.1.1 Demographic Information (DI)

The demographic information articulate teachers' and schools' characteristics distinguishing one from another creating impact on the level of job satisfaction of teachers. To determine the items of DI, the researcher went through the relevant studies in which similar entries were found available. Several demographic components were examined and listed, but only 14 items were selected finally in consultation with the teachers, experts and fellow researchers. Some of these items are sex, age, marital status, educational qualification and experience of teachers, and school location (rural-urban & divisions) and school shift(s) which were used mainly for data analysis. However, the rest of the items helped develop overall understanding of the researcher about the sampled schools, teachers and students.

3.7.1.2: Job Satisfaction Questionnaire (JSQ)

The Job Satisfaction Questionnaire (JSQ) is the heart of this survey study. JSQ is developed by the researcher mainly on the basis of Brayfield-Rothe Job Satisfaction Index (1951) (Appendix -4). The development and finalization of this questionnaire was progressed through the following phases:

- Selection of items
- Sharing the items with teachers and experts
- Finalization of items
- Preparation of draft questionnaire

Selection of items

The researcher as mentioned in the Chapter-2 has gone through many similar research studies and instruments on job satisfaction. These studies had identified different components of job satisfaction of employees and school teachers. Moreover, she took help from the Handbook of Psychological and Social Instruments by Pareek & Rao (1974). The researcher examined and scrutinized the 35 items thoroughly and grouped into 6 principal categories. These are –

- Teachers' profession related components
- Teachers' needs fulfillment related components
- Teachers' human relation related components
- Teachers' participation in democratic practice related components
- School physical facilities and environment components
- School management related components

Sharing the items with teachers and experts

The researcher then sought opinions of 20 primary school teachers (15 GPS and 5 AS) of NoakhaliSadar, Shokhipur, and Baghaupozillas of Noakhali, Tangail and Rajshahi districts respectively. She held informal discussion meetings with 6 Professors / Associate Professors, 9 M. Phil students and 12 M. Ed students of IER, and 5 Education Officers including 3 UEOs / AUEOs and 2 TCs of ROSC project to justify the appropriateness of the factors.

Finalization of items of job satisfaction

About 95% opinion givers expressed their views in favor of 20 factors (out of 35 factors) which fall into 6 categories or principal components as mentioned above. The frequency of opinions on other components was negligible, and therefore, the researcher considered 20 items under 6 principal categories of components finally to find out the job satisfaction of formal and non-formal (AS) primary school teachers. Selected components are given bellow:

Table 3.10 Components of Job Satisfaction

1. Teachers' monthly salary	11. Teachers participation in decision making
2. Teaching as a profession	12. Social recognition for teaching
3. Teachers' community relation	13. School environment
4. Parents, guardians cooperation	14. Teachers' pleasure in teaching
5. School physical facilities	15. Appropriateness of school Timing
6. Leadership of teachers	16 Availability & use of teaching materials/ aids
7. Teachers' professional development	17. Community role for students' attendance
8. Teachers' satisfaction providing effective teaching	18. Management behavior with teacher
9. Job Security of teachers	19. Teachers' leave & recreation facility
10. Team work opportunity of teachers	20. Teachers' work load

To show the 20 items under 6 principal components following picture is appeared:

Teachers' profession related components are item nos. 2, 7, 8, 14 & 20; Teachers' need fulfillment related components are item nos. 1, 9, 12 & 19; Teachers' human relation related components are item nos. 3 & 4; Teachers' participation in democratic practice related components are item nos. 6, 10 & 11; School physical facilities and environment

components are item nos.5, 13 & 16; School management related factors are item nos. 15, 17 & 18.

Preparation and try-out of questionnaire

In order to ensure that the opinions of the sampled respondents are factual, one positive and one negative statement were developed against each component considering the socio-economic and environmental aspects of Bangladesh. The questionnaire was developed on five point Likert type scale technique. Scores assigned for the positive statements are: Strongly Agree-5, Agree-4, Moderately Agree-3, Disagree-2 and Strongly Disagree-1.

However, to analyze the data wording of the response categories have been changed keeping the meaning of responses undisturbed. As it done, strongly agree turned into Highly Satisfactory (HS), agree into Satisfactory (S), moderately agree into Moderately Satisfactory (MS), disagree into Dissatisfied (DS) and strongly disagree into Highly Dissatisfactory (HDS). For negative statements, the scoring system is reversed.

The scale was designed to elicit information from teachers towards the degree of job satisfaction. The respondent has to put tick (√) mark on any one correct option.

The draft questionnaire of job satisfaction was tried out with 26 teachers of both formal and non-formal schools, 3 education officers, and 4 teachers of IER, university of Dhaka to examine the concepts embodied in each positive and negative statement given against each item / components, language of the statements and scoring pattern of JSQ. On the basis of their opinions the questionnaire was revised and finally decided to use for the study.

Validity of JSQ

With the sharing of items among the different experts and with the try-out of questionnaires face validity and item validity of the instrument have been ensured.

3.7.2 Students Academic Achievement Profile (SAAP):

To collect information on students' academic achievement SAAP was developed. It contains options of gathering students' performance in examination in numerical form, so that an individual school profile can be prepared on the basis of marks obtained by the students' of grade 4 on Bangla, English and Mathematics in first terminal examination. (Appendix -2).

To prepare the profile 06 (six) students of grade 4 was selected from each school who have appeared earlier in the said examination through simple random sampling process. The researcher/enumerator visited each sampled school and collected the school records from the school teachers and posted the individual subject marks obtained by the sampled students in the SAAP.

Name of School: **Address**

Class: **(Formal & Non Formal)**

Serial no.	Class Roll	Marks in Bangla	Marks in English	Marks in Math	Total marks	Average marks	Grade
01							
02							
03							
04							
05							
06							
Total							

3.8 Objectives of the study accessing instruments

A research requires data gathering tools or techniques. This may vary in their complexity, design, administration and interpretation. Each tool is suitable for the collection of certain type of information. The tools used for collection of data for this study have been discussed above. The following section is developed to a discussion of the methods of their construction.

No	Research questions	Teachers job satisfaction inventory	Students achievement profile
01.	What are the factors responsible for teachers' job satisfaction and dissatisfaction of formal and non-formal primary school (AS)?	√	
02	How much teachers of formal and non-formal primary schools (AS) satisfied or dissatisfied on their job?	√	
03	In which place the students of formal & non-formal (AS) belong if their achievements are evaluated?		√
04	How far the job satisfaction of teachers had impact on students' achievements	√	√

3.9 Recruitment and Training of Field Investigators

Two competent field investigators having master degree in education and with previous field experience were recruited for data collection for the study. The field investigators underwent one day orientation training conducted by the researcher at IER, University of Dhaka.

3.10 Methods of Data Collection

The field investigators under the guidance of researcher visited the sampled GPS and ROSC Ananda Schools (AS) to administer Job Satisfaction Inventory (JSI) that contains Demographic Information (DI) and Job Satisfaction Questionnaire (JSQ) with the teachers; and to fill up the Students' Academic Achievement Profile (SAAP) in consultation with teachers examining school records. The field investigators administered the research tools and collected information personally. The researcher provided necessary clarification whenever they faced any problem in the field work. Thus it was possible to collect desired information properly.

To collect secondary data the researcher visited Dhaka University central library, IER library and Rajshahi University library. To collect information on formal and non-formal primary education she visited DPE and ROSC office, NCTB, BANBEIS, NAEM, BRAC, SUROVI, CMES and DAM. She collected different documents helpful for her study from these offices. Secondary information for the study was also collected through computer searching. A list of documents/ books and internet addresses is given in the bibliography.

3.11 Variables of the Study

The study is dealt with different types of independent and dependent variables. While, job satisfaction of teachers is studied several independent variables such as, personal, institutional and job related variables are considered but, while impact of job satisfaction on students' achievements is studied job satisfaction is taken into as independent variable and students' achievements is understood as dependent variable.

Independent variables:

- (1) Personal variables (entities) (gender ,age, marital status, educational qualification, experience)

(2) Institutional variables (types of schools (formal and non-formal i.e. Ananda schools, rural-urban & division wise location of schools, and school shifts)

(3) Job related variables (6 principal components determined out from 20 sub-components of JSQ)

Dependent variables:

(1) Job satisfaction and Students' achievements

3.12. Data analysis

Information of the field- in job satisfaction questionnaire, demographic information and students' academic achievement profile was tabulated properly applying computer software MS, EXCEL and SPSS (version20) by the researcher.

3.13. Statistical Techniques Used

To achieve the objectives of the study different statistical techniques like number, percentage distribution, weighted mean following Rosenberg Scale were used.

3.13.1 Identifying teachers job satisfaction level

As mentioned above, the job satisfaction questionnaire (JSQ) contains 40 items (positive and negative) with five alternative responses as suggested in the Likert scale. To find out the level of job satisfaction of an individual teacher/ school, weights of each item indicated by him/her have been summated and then the total score has been divided by the number of items to get the average value which was checked through weighted range suggested for Likert 5 point scale. This exercise facilitated the researcher to have a global score against each person and institution determining their level of job satisfaction. The range in which average value put suggests the level of job satisfaction of an individual teacher.

Range of average value of Likert 5 point scale

1.0 - 1.5	Highly Dissatisfied (HDS)
1.6 - 2.5	Dissatisfied (DS)
2.6 - 3.5	Moderately Satisfied (MS)
3.6 - 4.5	Satisfied (S)
4.6 - 5.0	Highly Satisfied (HS)

3.13.2 Calculation of weighted mean

The raw data were evaluated carefully to tally the responses given by the teachers of formal and non-formal primary schools separately against each statement of the job satisfaction questionnaire on the five point scale. To determine the level of job satisfaction of formal and non-formal primary schools frequency of responses on each statement were calculated. The obtained frequency found on the five alternative responses multiplied by 5,4,3,2 (Appendix -3) and 1 to come up with a total number for each statement following Likert Scale. To have the weighted mean total calculated value of each statement was divided by total number of responses of the study. Then two weighted mean were found for formal and non-formal school teachers' job satisfaction on each statement. Interpretation of weighted mean is given below:

Weighted mean on Likert 5 point scale

1.0-1.5	Highly Dissatisfied (HDS)
1.6 - 2.5	Dissatisfied (DS)
2.6 - 3.5	Moderately Satisfied (MS)
3.6 - 4.5	Satisfied (S)
4.6 - 5.0	Highly Satisfied (HS)

3.14 Ethical Consideration

The researcher visited the sampled schools and introduced herself mainly with the teachers of the schools. At one time, she produced the letter from her supervisor before the head teacher of the respective school (Appendix-5). She requested all the teachers present on the day of visit to fill up the questionnaire unbiased. She also searched the students' academic achievement profile randomly honestly to have dependable results from each school. Another important issue is to mention that she never administered questionnaire or checked the students' academic profile at a time that can hamper school academic activities. In writing the report she utilized different kinds of related literature to represent the authors' views sincerely. The researcher was promised bound to the respondent teachers for not to utilize the individual opinions for any other interest, she kept her words and she also hope to continue status in future too.



CHAPTER 4

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

As indicated in the forgoing chapters the present study has proposed to find out teachers' job satisfaction and its impact on the students' achievement in the context of formal and non-formal primary schools of Bangladesh. The study comprises of different dimensions, variables and issues that have been attained through rigorous consultation of secondary information. The attempts have contributed largely to improving the premises of the study. The ideas generated out of the exercise have been utilized in determining various factors and also in framing objectives and research questions of the investigation. In consistency with those, research instruments were developed and administered for getting relevant primary information for the study. The collected data have been processed as deem required by the study. This chapter, therefore, is devoted for analysis and interpretation of data in the light of research objectives and questions of the study.

As the study contains different aspects of job satisfaction and students' achievements, the researcher has planned to analyze and interpret data in five sections pursuing the following sequence:

- Identifying level of job satisfaction of primary school teachers
- Identifying school wise teachers job satisfaction
- Determining factor wise level of job satisfaction of teachers
- Determining students' academic achievements
- Finding out impact of teachers' job satisfaction on students' achievement

4.1 Identifying Job Satisfaction Levels of Primary School Teachers (GPS & AS teachers)

As mentioned in the forgoing chapter 3, job satisfaction level of an individual teacher has been obtained by calculating values of twenty each positive and negative statements of job satisfaction questionnaire (JSQ), suggested in the Likert Scale. The five categories of responses vary from “Highly Satisfaction” to “Highly Dissatisfaction” leaving “Satisfactory”, “Moderately Satisfactory” and “Dissatisfactory” in between. Although, in the present study opinions of teachers were found in both extreme ends of the scale, and calculated properly but as those scores were so meager they have lost their identity when average of the score calculated against each teacher as well as each school. Therefore, instead of 5 levels, 3 levels of job satisfaction i.e. Satisfactory (S), Moderately Satisfactory (MS) and Dissatisfactory (DS) are left to tell the job satisfaction level of primary school teachers of Bangladesh. The individual teacher’s opinion on all the items produces a composite score to determine the job satisfaction level of a particular teacher and of a school as a whole.

Table 4.1 given below depicts the job satisfaction level of formal and non-formal (Ananda schools) primary school teachers found out of composite scores of positive and negative statements of job satisfaction questionnaire (JSQ):

Table 4.1: Job satisfaction of formal and non-formal primary school teachers (N: 140 formal & 42 non formal school teachers: 182 teachers)

School category	Level of job satisfaction					Total
	HS	Satisfactory	MS	Dissatisfactory	HD	
Formal	00	15(10.71)	119(85.00)	6(04.29)	00	140(100)
Non formal	00	8(19.05)	34(80.95)	00	00	42(100)

Table 4.1 shows that out of 140 formal primary school teachers, a large majority of them i.e. 119 (85%) are Moderately Satisfied (MS) while 15 (10.71%) are Satisfied (S) and a few of them i.e. 6 (4.29%) are Dissatisfied (DS) with their job. On the other hand, out of 42 non formal/ Ananda school teachers, a large majority of them i.e. 34 (80.95%) are moderately satisfied (MS) with their job while the rest of them i.e. 8 (19.05%) are Satisfied (S) and none of non-formal school teacher is found to have Dissatisfaction (DS) with his/her job. No teacher of any formal and non-formal schools fall either Highly Satisfactory (HS) or Highly Dissatisfactory (HD) category. To summarize the result, it apparently shows that job satisfaction level of primary school teachers of Bangladesh is Moderately Satisfactory (MS) with a little tendency of non-formal school teachers towards Satisfactory (S) level. The results are also presented in the following figures-1 & 2:

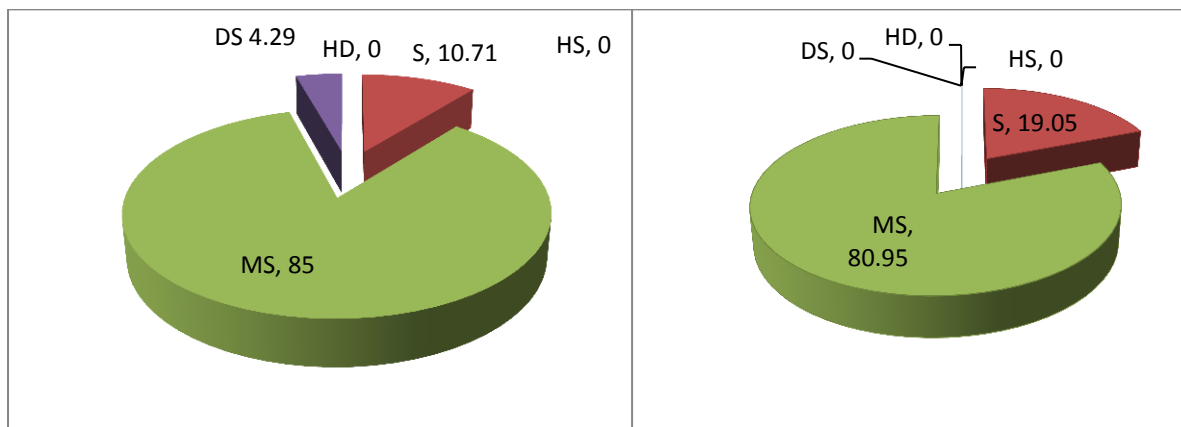


Fig: 1 JS levels of FS teachers

Fig: 2 JS levels of NFS teachers

Discussion

The overall result of the present study is somewhat different from a similar study done by Tasnim (2006) which found that GPS i.e. formal school teachers of Bangladesh are Satisfied (S) with their job. The present study does not match directly with the findings of Indian and Nigerian studies, too. Akhter's study (2013) revealed that primary school teachers of Anantnag district of India are very satisfied with their job. Panda's study

(2006) revealed that majority of the college teachers of Assam and Orissa have either high or moderate degree of job satisfaction. Abioudun (2012) indicated that greater percentage of primary school teachers (52.9%) of Nigeria was very satisfied with their job. Khaleque (1992) on a study of job satisfaction in industrial workers of Bangladesh reported that significant number of the respondents was satisfied with their job. It seems; the results of the present study are not supported by other studies to a great extent. It may be due to the influence of personal entities of the respondents, institutional and job related factors; and the size and nature of population that speak about the study.

4.2 Teachers' Personal Entities / Factors and Job Satisfaction

Pursuing from the above, job satisfaction levels of primary school teachers have been studied in terms of some personal entities of teachers with a view to finding if there is any impact of those entities on the job satisfaction of teachers. To this effect, impact of some personal variables like gender, age, marital status, educational qualification and experience of formal and non-formal school teachers have been found out against their JS levels one after another.

4.2.1 Gender Difference of Teachers and their Job Satisfaction

Several studies in education have underlined importance of sex differences for teachers' job satisfaction. Studies conducted by Hossain (1985), Singh (1982), Sreenivasan (2007), Abioudin (2012) and others concluded that there is a difference between male female job satisfaction. Guided by the previous researches the investigator has planned to study gender difference of teachers with respect to their levels of job satisfaction. The result of the present study is given in the following bar diagram:

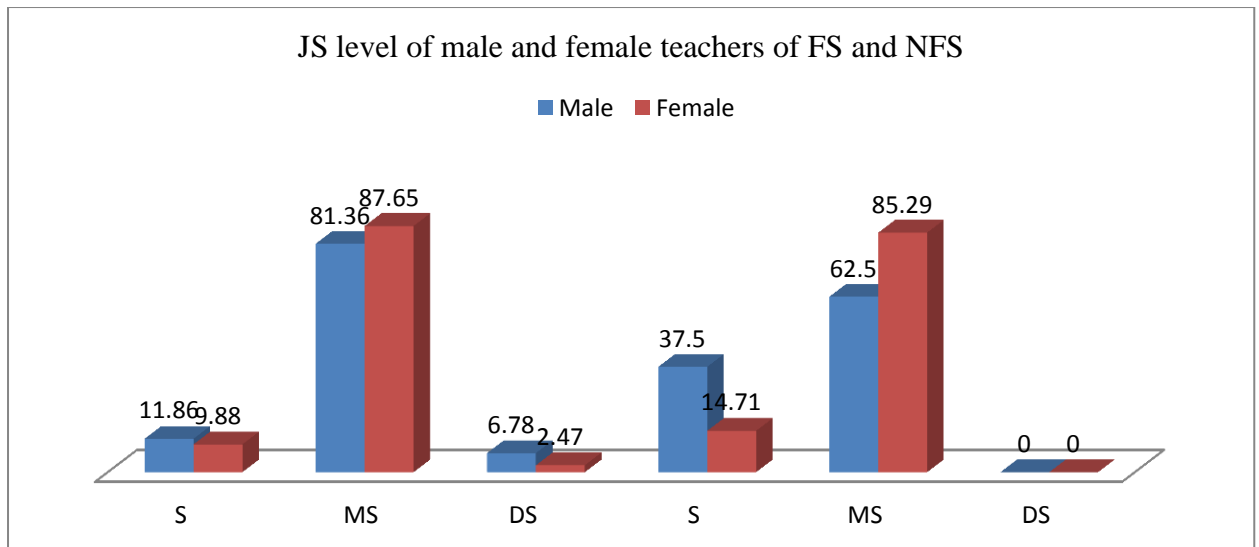


Figure: 3 Job Satisfaction levels of male and female teachers of formal and non-formal schools /AS (No. of FS teachers: 140, M=59& F=81 and No. of NFS teachers: 42, M=8 &F=34) (Table Appendix-6)

Figure 3 indicates that the female teachers rather than male teachers are moderately satisfied (MS) in both formal and non-formal primary schools. It shows that 87.65% female teachers' and 81.37% male teachers in the formal schools; and 85.29% female teachers and 62.50% male teachers of non-formal schools are Moderately Satisfied (MS) with their job. To explain the results further it reveals that proportion of male teachers (11.86%) of formal schools having satisfaction with their job is somewhat higher than the female teachers (9.88%), but more number of male teachers (6.78%) are Dissatisfied (DS) with their job than the female teachers (2.47%). In respect to non-formal schools proportion of male teachers (37.5%) having Satisfied (S) with their job is higher than the female teachers (14.71%). To summarize the result it may be said that although a large majority of teachers of both formal and non-formal schools are Moderately Satisfied (MS), yet the proportion of female teachers with moderately job satisfaction is higher than the male teachers. More to say, as a good number of male teachers of both formal and non-formal schools are Satisfied (S) with their job, it may further be said that male

teachers rather than female teachers are more Satisfied (S) with their job; this tendency is more discernable in the non-formal schools.

Discussion

It appears that the result doesn't support the results of similar studies done in Bangladesh. Tasnim (2006) found, female teachers of GPS in Bangladesh are Highly Satisfied (HS) than their male counterparts. Hossain's (1985) study is also in conformity with this result. He indicated that female teachers of secondary schools are more satisfied than their male counterparts in Bangladesh. But a university level study on job satisfaction conducted by Mahmuda and Rahman (2000) does not possess the similar view; it reported that female teachers have more job Dissatisfaction (DS) than their male counterparts in Dhaka University. But since the present investigation produces more congruencies between male and female teachers' JS level (e.g.MS) both of them are required to be made more satisfied on their job.

4.2.2 Age difference of teachers and their job satisfaction

Age of the respondents of the study has been divided into 4 cohorts to justify the spread of data according to levels of job satisfaction of teachers. Number and percentage of respondents of formal and non-formal schools, against each cohort has been shown in the following table 4.2:

Table 4.2: Age of teachers and their job satisfaction

Age cohort	Formal school				Non formal school			
	Satisfactory	MS	DS	Total	Satisfactory	MS	DS	Total
20-30	02(08.00)	21 (84.00)	02(08.00)	25(100)	05(21.74)	18(78.26)	00	23(100)
31-40	08(12.70)	53(84.13)	02(03.17)	63(100)	02(15.38)	11(84.62)	00	13(100)
41-50	02(6.06)	30(90.91)	01(03.03)	33(100)	01(16.67)	05(83.33)	00	6(100)
51-abv	03(15.78)	15(78.95)	01(05.26)	19(100)	00	00	00	00
Total	15(10.71)	119(85.00)	06(04.29)	140(100)	08(19.05)	34(80.95)	00	42(100)

Table 4.2 reflects that respondent teachers' age varies from 20 to 50 and above years. Beyond of it, four age cohorts have been determined with an interval of ten years for each cohort to verify belongingness of teachers with their level of job satisfaction. The table further shows that in the formal schools, maximum number of teachers, in order, fall into 2nd (63), 3rd (33), 1st (25) and 4th (19) age cohorts. But, in the non-formal schools, maximum number of teachers, in order, fall into 1st (23), 2nd (13) and 3rd (6) age cohorts; and none of NFE teacher falls into the last age cohort. It appears that a great majority of teachers of both formal (85.00%) and non-formal (80.95%) schools having Moderately job Satisfaction (MS) belong to age cohorts of younger teachers. It can be said that teachers with comparatively young in age are more satisfied with their job than the elder teachers. The trend is more comprehensive in the non-formal schools.

Discussion

The finding of the study appears to be similar with Harzberg's (1957) study which indicates that the degree of job satisfaction is high among the young and newly engaged in employment, but after a few years their satisfaction level sharply fall down into a surprising ratio. It may be concluded here that in Bangladesh, teachers may not happy with the increase of opportunities (i.e. promotion, salary support, recreational facilities and so on) they enjoy with the increase of their age and experience.

4.2.3 Marital status of teachers and their job satisfaction

To determine marital status and job satisfaction of teachers respondents are categorized into married, unmarried and others. Their job satisfaction levels are given below in the following bar diagrams:

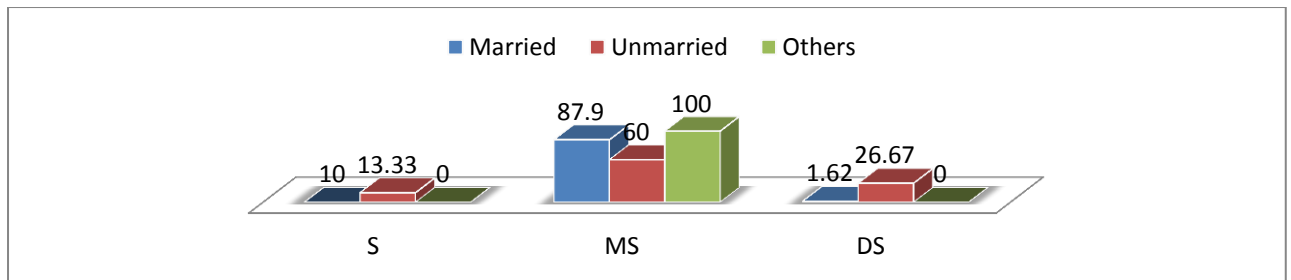


Figure 4: Marital status and JS levels of formal schools (No: married=124, unmarried=15 and others=01)

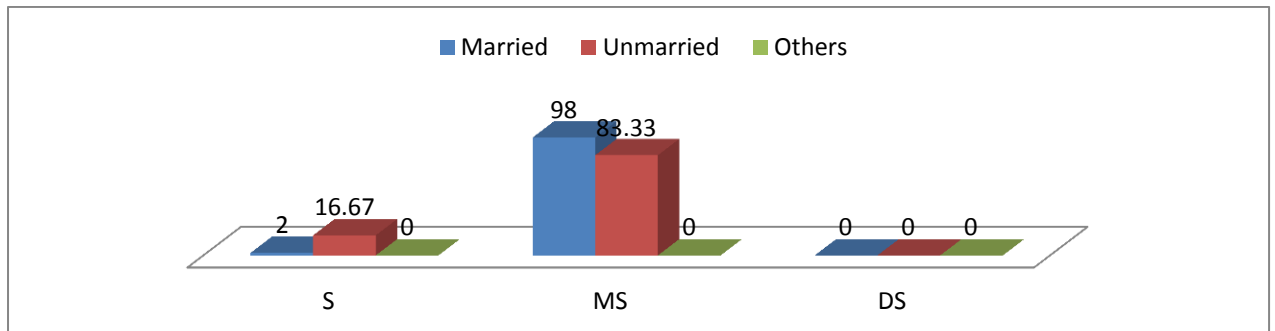


Figure 5: Marital status and JS levels of non-formal schools (No: married=30, unmarried=12 and others=0)
(Table Appendix-6)

Figure 4 shows the marital status and job satisfaction of formal school teachers while figure 5 depicts marital status and job satisfaction of non-formal school/ AS teachers. It reveals that in both the categories of schools a great majority of teachers are married and a large majority of married teachers of formal schools i.e. 87.90% and a great majority of married of non-formal schools i.e. 98% fall into the Moderately job Satisfaction (MS) level. Further to mention that in the formal schools although majority of the unmarried teachers (60%) have moderately job satisfaction (MS) yet, 26.67% are Dissatisfied (DS) with their job, and only a very few of the unmarried teachers (13.33%) are Satisfied (S). So in case of formal schools, married teachers are more Satisfied (S) than the unmarried teachers. It may be due to the fact that married teachers have to shoulder the family responsibility and this job may be a great source of family income for them in the context of socio-economic condition of Bangladesh. On the other hand, in the non-formal schools along with large majority of unmarried teachers (83.33%) with Moderately Satisfaction

(MS), have 16.67% teachers with Satisfaction (S) in their job. So in case of non-formal schools, it may be said that unmarried teachers are more Satisfied (S) than the married teachers.

Discussion

Siddique (1994) in his study on secondary school teachers indicated that marital status is correlated to job satisfaction but, Hossain (1985) mentioned that unmarried teachers are more satisfied than the married teachers. Khaleque and Rahman (1987) informed that married jute mill workers are more satisfied than the unmarried workers. Difference of results of different studies may be due to the difference of situations.

4.2.4 Educational qualification of teachers and their job satisfaction

To study the relationship between educational qualification and job satisfaction of primary school teachers, their (teachers) educational qualifications have been labeled into three categories viz., SSC & HSC, Graduation and Masters. Data are spread upon the variables are shown below:

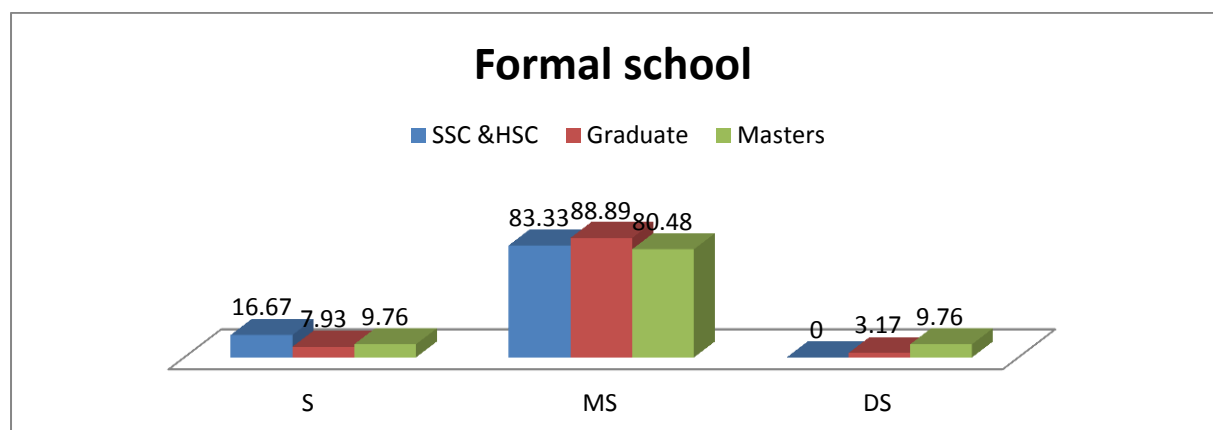


Figure 6: Educational qualification and JS levels of formal schools (No: SSC/HSC=36, Graduate=63& Masters=41)

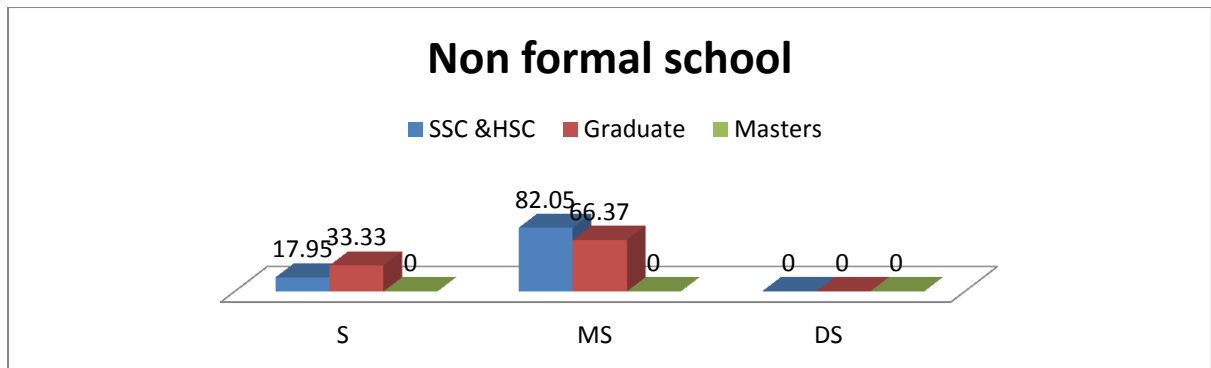


Figure 7: Educational Qualification and JS levels of formal schools (No: SSC/HSC=39, Graduate =3 & Masters=0) (Table Appendix-6)

Figure 6 and 7 reflect educational qualification and job satisfaction of formal and non-formal school teachers respectively. It shows that in the formal schools, majority of the teachers are graduates followed by master degrees and SSC & HSC certificate holders. It further shows that in the formal schools, comparatively graduate teachers more in number (88.89%) are Moderately Satisfied (MS). Moreover, a substantial number of formal school teacher having SSC / HSC (83.33%) and Master degrees (80.48%) are Moderately Satisfied (MS) on their job. But it is interesting to note that about 10% teachers if GPS having master degrees are Dissatisfied (DS) with their job. On the other hand, in the non-formal schools, a great majority of teachers (39 out of 42) are SSC & HSC certificate holders followed by a few graduation degree holders (N=3). Further to specify that 82.05% and 17.95% SSC /HSC pass teachers of non-formal school are Moderately Satisfied (MS) and Satisfied (S) with their job respectively. The graduate teachers also showed the similar results. It may be said that NFE teachers with their qualification might have achieved better job of their satisfaction. It seems in both the categories of schools, teachers are in large number irrespective of their educational qualifications, are moderately satisfied with their job. It appears educational qualification of teachers is not responsible for their job satisfaction (JS).

Discussion

The similar result was found by the studies of Hossain & Mia (1992), Campbell (1976), Carrel and Elberd (1974). They did not find any positive relationship between education and job satisfaction. However, Abiodun (2012) showed significant differences between educational qualification and job satisfaction. Arvey and Dewhist (1979) found positive relationship between education and job satisfaction. In this regard, it may be said that differences in job satisfaction may be due to difference of remuneration, school environment and other facilities enjoy by the teachers in different countries.

4.2.5 Experience of teachers and their job satisfaction

To examine the year of experience of teachers in relation to job satisfaction five ranges of years of experience each having 10 year class interval have been calculated. These are shown as follows across the level of job satisfaction of teachers:

Table 4.3 Year of experience and job satisfaction of teachers

Experience	Formal school				Non formal school			
	Satisfactory	MS	DS	Total	Satisfactory	MS	DS	Total
1-10	1(25.00)	2(50.00)	01(25.00)	4(100)	03(50.00)	03(50.00)	00	06(100)
11-20	4(06.67)	53(83.33)	03(10.00)	60(100)	05(17.86)	23(82.14)	00	28(100)
21-30	5(12.50)	34(85.00)	01(02.50)	40(100)	00	08(100)	00	08(100)
31-40	4(14.81)	22(81.48)	01(03.70)	27(100)	00	00	00	00
40 +	1(11.11)	8(88.89)	00	9(100)	00	00	00	00
Total	15(10.71)	119(85.00)	06(04.29)	140(100)	08(19.05)	34(80.95)	00	42(100)

Table 4.3 appears that experience of both formal and non-formal school teachers vary from one year to above forty years. It further reveals that a large majority of teachers i.e. 83.33% of GPS and 82.14% of NFS belong to this range (11-20) are Moderately Satisfied (MS) in their job. Moreover, a large majority of the teachers belong to subsequent years of experience are also Moderately Satisfied (MS). In the GPS, more than ten percent teachers are Satisfied (S) and four percent are Dissatisfied (DS) in their job. On the other

hand, 19.05% teachers of NFS having 1-20 years of experience are Satisfied (S) in their job and no teacher of these schools is Dissatisfied (DS) with their job. To wrap up, although certain proportion of teachers having a good number of years of experience are Moderately Satisfied (MS) with their job, yet the result cannot be tenable to infer that teachers experience has an immense influence on their level of job satisfaction.

Discussion

The findings of the present study is in conformity with the results of studies by Rahman (2008), Rahman (2006) and Hossain (1985) who inferred that there is no significant influence of experience on the overall job satisfaction of teachers in Bangladesh. Study done by Panda (2006) showed that experience does not differ significantly in their degree of job satisfaction of the college teachers of Assam and Orissa. But in Agarwal's (1991) study experienced government primary and secondary school teachers of India were found to be satisfied with their job. It shows most of the studies referred here indicate no relationship between experience of teachers and their job satisfaction.

4.3 Institutional factors and job satisfaction

Institutional factors delineate the components of the study which are embodied with the school – organizations. Here, besides determining school level job satisfaction, rural-urban, and division wise location of schools including shifts and job satisfaction of teachers have been classified.

4.3.1 Categorizing schools according to teachers job satisfaction

To identify school wise job satisfaction of teachers, both formal and non-formal schools are distributed according to the level of job satisfaction. The result is given below:

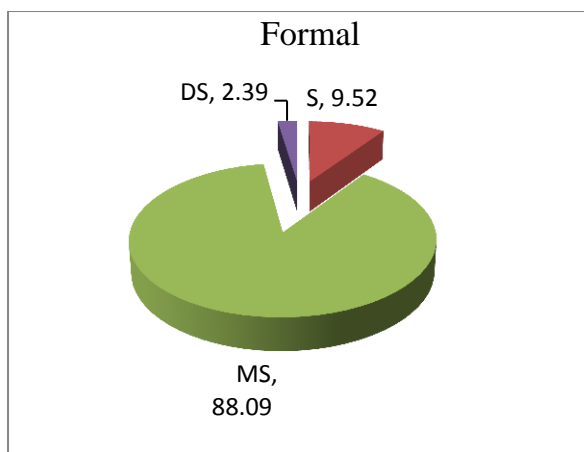


Figure:8 JS levels of Formal schools

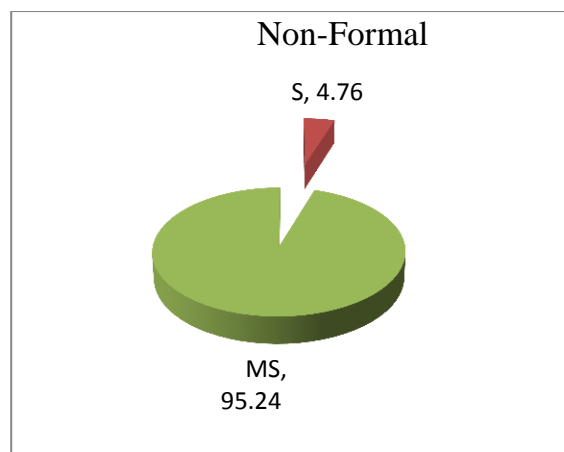


Figure:9 JS levels of Non formal schools

(Table Appendix-6)

Figures 8 and 9 illustrate that a large majority of formal and non-formal primary schools fall into the Moderately job Satisfaction (MS) level i.e. 88.09% and 95.24% respectively. It further shows that a few schools have teachers with Satisfaction (S) and Dissatisfaction (DS) with their job. To support the formal school results Hossain's (1985) study on secondary school teachers' job satisfaction can be referred. The study revealed that there is no significant difference of job satisfaction between the private and public schools of Dhaka city. An another study conducted by Hossain (1992) on job satisfaction of secondary school teachers in Bangladesh, reported that public sector school teachers are more satisfied than the private sector school teachers. It was also indicate that job security is more important to the private sector school teachers than the public sector school teachers.

4.3.2 Division wise distribution of schools and teachers job satisfaction

As mentioned in the previous chapter, 6 schools from each category (GPS & NFS) from each division have been selected for the study. To perceive the scenario of job satisfaction of each division, here, average of weighted values of six schools has been calculated separately for formal and non-formal schools. The picture is given in the following table

4.4:

Table 4.4 Division wise distribution of sampled schools and teachers' job satisfaction

Schools	Dhaka	Chittagong	Rajshahi	Khulna	Barisal	Sylhet	Rangpur	Total
Formal	3.14(MS)	3.17(MS)	2.84(MS)	2.99(MS)	3.29(MS)	3.17(MS)	2.97(MS)	3.08(MS)
Non formal	3.68(S)	3.01(MS)	3.00(MS)	3.30(MS)	3.09(MS)	3.41(MS)	3.57(MS)	3.29(MS)

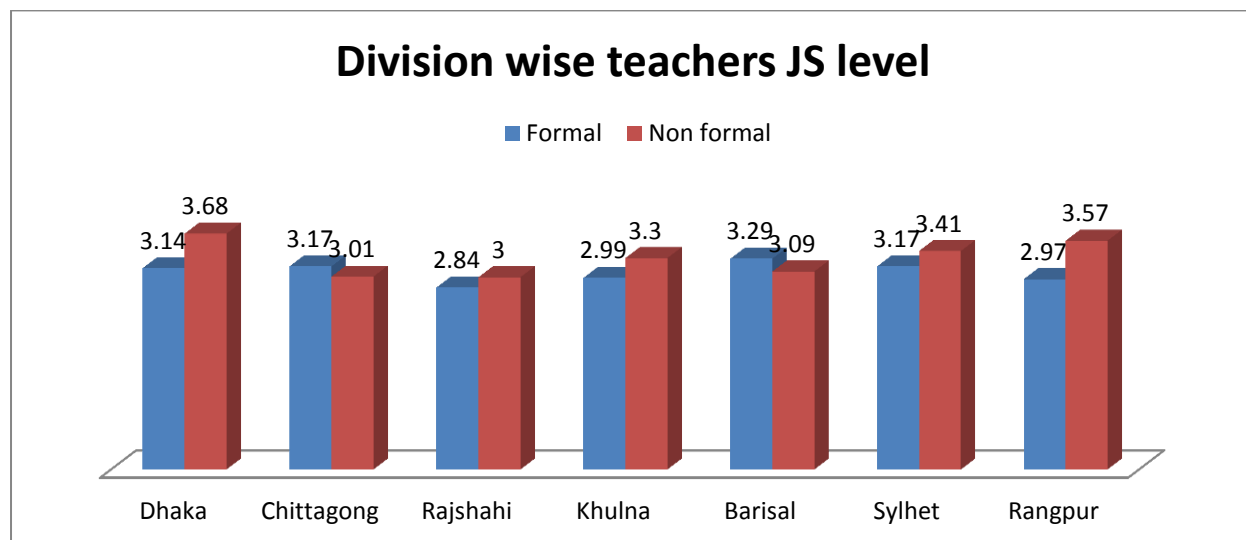


Figure 10: Division wise distribution of sampled schools and teachers' job satisfaction

Figure 10 represents division wise job satisfaction level of formal and non-formal school teachers of Bangladesh. It shows that teachers of formal schools in all the seven divisions scored between 2.6 and 3.5 indicative thereof all the divisions have schools with the teachers having Moderately job Satisfaction (MS). On the other hand it shows that, teachers of non-formal schools of six divisions also scored between 2.6 and 3.5 indicative thereof these divisions have schools with the teachers with Moderately job Satisfaction (MS). However, in Dhaka division non formal school teachers scored 3.68 indicative thereof schools of this division have teachers with Satisfaction (S) on their job. Therefore, to summarize the result it may be said that division wise result also indicate that in Bangladesh teachers of different schools of different areas are Moderately Satisfied (MS) with their job.

4.3.3 Rural- urban differences of schools and teachers' (GPS & NFS) job satisfaction

The sampled schools of the study belong to different divisions of the country are further categorized into rural and urban locations. Data spread across the locations of formal and non-formal schools are shown below:

Table 4.5 Rural ,Urban location of schools and teachers' job satisfaction

Location	Formal school				Non formal school			
	Satisfaction	MS	DS	Total	Satisfaction	MS	DS	Total
Urban	00	23(95.83)	01(04.17)	24(100)	00	00	00	00
Rural	04(22.22)	14(77.78)	00	18(100)	02(04.76)	40(95.24)	00	42(100)
Total	04(09.52)	37(88.09)	01(02.39)	42(100)	02(04.76)	40(95.24)	00	42(100)

Table 4.5 reveals that out of 84 sampled schools, a large number of them (71.43%) are located at rural areas and none of the NFS is situated at urban area. It further shows that among the formal schools, 24 situated in the urban areas of which, 95.83% and 4.17% have teachers with Moderately job Satisfaction (MS) and Dissatisfaction (DS) respectively. The rest of the formal schools (N=18) are situated in the rural areas of which 77.78% and 22.22% have teachers with Moderately job Satisfaction (MS) and Satisfaction (S) respectively. It may be said that although teachers of urban and rural GPS are Moderately Satisfied (MS), yet there is a slight tendency of rural teachers towards more satisfaction of job than the urban teachers.

On the other hand, all the NFS located in the rural areas, of which, 95.24% and 4.76% have teachers with Moderately job Satisfaction (MS) and Satisfaction (S) respectively. Here also the NFS school teachers show a similar tendency of their job satisfaction. It may be due to less demanding livelihood of rural school teachers. But, Tasnim's study (2006) produces opposite view indicating that urban GPS teachers are

more satisfied than rural teachers in Bangladesh. The difference of results between the two studies may be due to difference of time and situation.

4.3.4 School shift and teachers job satisfaction

Teachers' interest and motivation in teaching may be influenced by school timing or number of shifts followed by a school; and therefore, it was assumed differences of opinions of teachers due to differences school shift. Data regarding school shifts and level of job satisfaction are given in the following table:

Table 4.6 Shifts of schools and teachers' job satisfaction

Shift	Satisfaction	Formal school			Non formal school			
		MS	DS	Total	Satisfaction	MS	DS	Total
One	03(18.75)	13(81.25)	00	16(100)	02(04.76)	40(95.24)	00	42(100)
Two	01(03.85)	24(92.30)	01(03.85)	26(100)	00	00	00	00
Total	04(09.52)	37(88.09)	01(02.39)	42(100)	02(04.76)	40(95.24)	00	42(100)

Table 4.6 depicts that all the NFS are one-shift schools. Out of them, majority i.e.95.24% and the rest have teachers with Moderately Satisfied (MS) and Satisfied (S) respectively. None of the non-formal school has teachers with Dissatisfaction (DS) on job. It may be not the impact of shift, but less duration of NFS is the cause of teachers' satisfaction.

On the other hand, a large majority of two-shift (92.30%) and majority of one-shift GPS (81.25%) have teachers with moderately job satisfaction. Further, more one-shift schools have teachers with Satisfaction (S) on their job than two-shift schools. Moreover, a few two-shift schools have teachers with Dissatisfaction (DS). It appears that one-shift schools have teachers comparatively with more satisfaction on job than two-shift schools. This may be due to less workload in the one-shift formal schools.

4.4 Teachers level of Job Satisfaction according to job related factors

Having job satisfaction of teachers in terms of personal and organizational points of view, the researcher moved to internalize the influences of teachers' job related factors on their job satisfaction. To say once more, here, results of twenty positive and twenty negative items have been merged into twenty items. Raw scores against one positive and one negative item were calculated separately. Now opinions of 182 respondents are spread on the five alternative responses. To determine the job satisfaction level average of responses was calculated for positive and negative statements. Out of two average values final average score was calculated to adjust with the values indicated in the Likert scale. The suggested value refers to job satisfaction level of teachers on a particular job related factor.

To mention here, job related dimensions of the study refers to teachers salary, teaching profession, human relation, guardians cooperation, school physical facilities, leadership, teachers professional development, effective teaching, job security, team work, decision making, social recognition, school environment, enjoying teaching, school timing, teaching materials, community role, management behavior, leave & recreation and teachers' workload. These teachers job related factors have further been grouped into following six principal categories:

1. Teaching profession
2. Needs fulfillment
3. Human relation
4. Participation in democratic practice
5. School physical facilities and environment
6. School management

4.4.1 Teaching profession in primary schools and teachers' job satisfaction

To understand teachers' feeling about his profession a few issues like teaching as a profession, teachers' professional development, keenness in useful teaching,

enjoyment in teaching and his workload are considered. The positive and negative opinions of the respondents constituted level of job satisfaction of teachers of both formal and non-formal schools against each component. The result is given in the following table:

Table 4.7: Teaching profession related factors & job satisfaction

S no.	Job satisfaction factors	Formal school		Non formal	
		WM	Level	WM	Level
01	Teaching as a profession	2.38	DS	2.88	MS
02	Teachers professional development	2.62	MS	2.89	MS
03	Teachers fondness in providing ET*	2.15	DS	2.97	MS
04	Enjoying teaching	2.89	MS	3.52	MS
05	Teachers workload	2.64	MS	3.90	S
Total	Average →	2.54	MS	3.22	MS

Table 4.7 shows that out of five components to mean teaching profession in primary schools, teachers of formal and non-formal (AS) schools are Moderately Satisfied (MS) on 3 (three) and 4 (four) components respectively. Moreover, teachers of non-formal schools are Satisfied (S) on their workload in the schools while teachers of formal schools are Dissatisfied (DS) with the components of teaching as a profession and teachers fondness in providing effective teaching. However, an average weighted mean for formal school is 2.54 and for non-formal school is 3.22, both of which fall into the moderately job satisfaction level indicating thereby, in average, teachers of formal and non-formal school are moderately satisfied on their teaching profession.

Discussion

Although the present study does not like to compare the results; yet for better understanding results of a few studies may be referred. Tasnim's (2006) study found that most of the female teachers of GPS of Bangladesh choose teaching as a profession willingly. In the non-formal schools most of the teachers are female and it

appears that they are more satisfied than formal school teachers. The result further appears that teachers' professional development is positively related with their job satisfaction. Hossain's study (1992) indicates that trained teachers are more satisfied than the non-trained teachers. Mamunur and Sadia (2013) reveal that if the teachers have scope of effective teaching they are satisfied with their teaching. Morrill's (1969) study reflects that teachers receive dissatisfaction when they can't enjoy teaching. Mamunur & Sadia (2013) study also support the view; according to them enjoy teaching the children is one of the factors of job satisfaction. Further to mention that in the present study it appears workload is a matter of job satisfaction. It shows a strong congruence with that of the findings of Tanja and Hannum (2005) study; that reveals workload is related to teachers' job satisfaction. Finally, it appears that teachers feeling about their teaching profession and their job satisfaction are moderately related to Bangladesh. The general and individual results are supported by other relevant studies done in this area of education.

4.4.2 Teachers' needs fulfillment factors and their job satisfaction

It is found from different studies that every employee/teacher expects at least some of his needs to be met by his employer/organization. The researcher had gone through a few of such need-related factors of teachers with an assumption that might have influence on their (teachers) job satisfaction. These are teachers' salary, job security, social recognition, and leave and recreation. The positive and negative opinions of the respondent teachers comprising of each item forms level of job satisfaction of teachers on need-related factors. The following table shows the result:

Table 4.8: Teachers' needs fulfillment related factors and job satisfaction

S no.	Job satisfaction factors	Formal school		Non formal	
		WM	Level	WM	Level
01	Teachers salary & job satisfaction(JS)	3.16	MS	2.82	MS
02	Job security and JS	2.23	DS	1.83	DS
03	Social recognition and JS	3.01	MS	3.07	MS
04	Leave & recreation & job satisfaction	2.28	DS	3.40	MS
Total	Average →	2.67	MS	2.78	MS

Table 4.8 shows that the teachers of formal and non-formal schools are Moderately Satisfied (MS) in respect to salary they get, social recognition of their job, and leave and recreation they usually enjoy from their job. However, teachers of both formal and non-formal schools are Dissatisfied (DS) on getting their job security. But, in Tasnim's study (2006) GPS teachers were found to be satisfied on their job security point of view. Further, to observe closely, it shows that teachers of formal schools are also Dissatisfied (DS) in terms of fulfilling their leave and recreation facilities. The overall weighted mean of four sub-factors for formal school is 2.67 and for non-formal school is 2.78, which means job satisfaction of primary school teachers (formal and non-formal) is Moderately Satisfactory (MS) in terms of their needs related factors. It appears from the result that with the increase of teachers needs fulfillment their satisfaction on the job also increases.

Discussion

Hossain (1985) found that teachers with higher pay are more satisfied than those with lower pay. Tasnim (2006) and Morrill (1969) also found similar result indicating that teachers were highly dissatisfied with poor salary structure or if it is insufficient to meet their basic needs. In terms of social recognition, Morrill's study (1969) reflects that secondary school teachers of Dhaka city receive satisfaction when they get an

opportunity for self-actualization, recognition for efforts and accomplishments.

4.4.3 Teachers' Human relationship factors and their job satisfaction

It reveals from a large number of studies that human relation is an important element of success of any organization. In a school setting teachers work together with different stakeholders of education. Here, teacher's interactions with students' parents and with community have been considered as measures of human relationship worth of a teacher. It was assumed that a teacher having good relation with other stakeholders would be satisfied with his job and vice versa. The result is shown in the following table:

Table 4.9: Teachers' human relation related factors and their job satisfaction

S no.	Job satisfaction factors	Formal school		Non formal	
		WM	Level	WM	Level
01	Relationship with community	2.30	DS	1.73	DS
02	Relationship with Parents	1.70	DS	2.85	MS
Total	Average→	2.00	DS	2.29	DS

From the table 4.9 it appears that teachers of formal schools are Dissatisfied (DS) on their job in terms of relationship with community as well as with parents of the children. However, in the non-formal setting teachers' community relationship is Dissatisfied (D) while it is Moderately Satisfied (MS) with the parents. Furthermore, the average weighted mean for formal school is 2.00 and for non-formal school is 2.29 indicating, thereby, relation between teachers' human relationship factors and job satisfaction is Dissatisfactory (D) in both the categories of schools.

Discussion

Tanja and Hannum (2005) found that collegial relationship and collaboration is one of the factors of primary school teachers' job satisfaction in China. Studies conducted by Rahman (2008), Ramkrishnaiah (1980) and Morrill (1969) indicate that good relation with colleagues plays a significant role to attain teachers job satisfaction. Therefore, to improve the teachers' job satisfaction measures for improving parents as well as community behaviors with the teachers are required essential in Bangladesh.

4.4.4 Teachers' scope of democratic practices and their job satisfaction

A school is an organization. Teacher is the pivotal actor of school management. He needs freedom of work. It is assumed that if there exists democratic norms in performing school activities teachers would enjoy more freedom of work and in turn, his job satisfaction would be better. In the present study, opportunities of teacher's individual leadership, team work and involvement in decision making have been studied to understand teachers' job satisfaction. Table given below shows the result:

Table 4.10: Teachers' participation in democratic affairs and job satisfaction

S no.	Job satisfaction factors	Formal school		Non formal	
		WM	Level	WM	Level
01	Leadership and JS	2.31	DS	2.83	MS
02	Team work and JS	3.00	MS	2.68	MS
03	Decision making and JS	2.62	MS	2.85	MS
Total	Average →	2.70	MS	3.00	MS

Table 4.10 depicts that job satisfaction of teachers of formal schools in terms of team work and decision making is Moderately Satisfactory (MS) while in regard to leadership component, it is Dissatisfactory (DS). But the average mean score is 2.70,

meaning that teachers participation in democratic affairs in the formal school is Moderately Satisfactory (MS). Furthermore, the average mean score of non-formal schools is 3.00, in terms of all the three factors of teachers' participation in democratic affairs that also appears to be Moderately Satisfactory (MS) in these sub components of teachers' job satisfaction.

Discussion

Several studied (Porter and Lawler, 1968; Weaver, 1977) revealed that autonomy in work plays an important role in determining job satisfaction. Hossain and Schuler (1982) observed that job satisfaction is significantly influenced by participation in management. Islam (1983) found that leadership behavior influences teachers' morale in the TTCs of Bangladesh. The present study reveals, by and large, with Moderately Satisfactory (MS) result may be due to different categories of schools, and also different place and time of conduction of investigation.

4.4.5 School physical facilities / environmental factors and teachers' job satisfaction

In the current study, school facilities are considered in terms of school house/building, furniture, safe water and availability of teaching aids and their quality, while environment of school is judged in terms of neat and cleanliness, and sanitation facilities of the school. It was expected that all these elements of school would play a significant role in determining teachers' job satisfaction. Table 4.11 provides the impact of school facilities and environment on the teachers' job satisfaction:

Table 4.11: School physical facilities / environmental factors and teachers' job satisfaction

S no.	Job satisfaction factors	Formal school		Non formal	
		WM	Level	WM	Level
01	School physical facilities & JS	3.06	MS	2.79	MS
02	Teaching materials and JS	2.94	MS	2.87	MS
03	School environment and JS	1.74	DS	3.37	MS
Total	Average→	2.60	MS	3.01	MS

Table 4.11 appears that excepting the influence of school environment of formal schools, influences of school facilities and teaching materials and aids have moderate influence on job satisfaction of formal and non-formal school teachers. Job satisfaction of teachers' of non-formal schools is also moderately influenced by school environmental factors. Moreover, overall mean scores for formal schools (2.60) and for non-formal schools (3.01) are also Moderately Satisfactory (MS).

Discussion

Morrill (1969) in his study on job satisfaction of secondary school teachers of Dhaka city indicated that the teachers become dissatisfied when facilities and condition of work are poor and inadequate. New Burnswick Elementary School study (1999) also reflects that workplace condition positively affects teachers' job satisfaction. In Bangladesh school facilities and environment should be improved for more (satisfactory, highly satisfactory) job satisfaction of teachers.

4.4.6 School management related factors and teachers' job satisfaction

Three elements of school management comprising appropriateness of school timing, community role for students' retention and SMC/CMC behaviors with teachers' have been considered here as influencing factors on the teachers job satisfaction. The later one component (SMC/CMC behaviors) depicts teachers' satisfaction with the

supervisory role of school management committee. Khaleque and Rahman (1987), Hoque and Hossain (1992) observed that supervision is an important factor of job satisfaction in the industrial organization. The result of the present study is given in the following table:

Table 4.12: School management related factors and job satisfaction

Sl. no.	Job satisfaction factors	Formal school		Non formal	
		WM	Level	WM	Level
01	School timing and JS	3.03	MS	3.29	MS
02	Community role for students retention	2.41	DS	3.54	S
03	SMC/CMC behaviors and JS	2.12	DS	2.54	MS
Total	Average→	2.50	DS	3.12	MS

Table 4.12 shows that out of three management components, teachers of formal and non-formal schools are Moderately Satisfied (MS) on school timing. Teachers of non-formal schools are still Moderately Satisfied (MS) in terms of CMC behaviors; and they are also Satisfied (S) with community role for students' retention, but the similar results are not tenable in case of formal schools. In the formal schools the average weighted mean of three management issues is 2.50 i.e., Dissatisfactory (DS), but it is 3.12 in case of non-formal schools which is Moderately Satisfactory.

Discussion

The study of Seenivasam (2007), reflects that professional teachers of higher secondary schools are dissatisfied with curricular issues and community involvement in the school activities. The present study suggests that measures should be taken to improve the job satisfaction level of formal school teachers, especially, in terms of community role for students' retention and SMC behaviors with the teachers.

To summarize the results of individual 20 components, it shows that the teachers of formal school are Moderately Satisfied (MS) on 10 components, but Dissatisfied

(DS) on another 10 components. In terms of Ananda Schools, teachers are Moderately Satisfied (MS) on 16 components while Satisfied (S) and Dissatisfied (DS) on 02 components each. However, in average, teachers of both formal and non-formal schools are Moderately Satisfied (MS). It is more perceptible in the following discussion.

4.4.7 Comprehensive results out of six job satisfaction components

The researcher has accumulated below the results of six independent factors, discussed above with a view to getting global results on the job satisfaction of primary school teachers separately for formal and non-formal schools. With this exercise, the investigator intends to place some hints in a way to generalizing the job satisfaction scenario of formal and non-formal primary school teachers' separately in Bangladesh.

Table 4.13: Job satisfaction level of primary school teachers' of Bangladesh on six components

S no.	Job related Factors	Formal school		Non formal	
		WM	Level	WM	Level
1	Teachers' profession related factors	2.54	MS	3.22	MS
2	Teachers' needs fulfillment factors	2.67	MS	2.78	MS
3	Teachers' human relationship factors	2.00	DS	2.29	DS
4	Teachers' scope of democratic practices	2.70	MS	3.00	MS
5	School physical facilities/environmental factors	2.60	MS	3.01	MS
6	School management related factors	2.50	DS	3.12	MS
Total	Average→	2.50	MS	2.90	MS

Table 4.13 indicates that out of six components of job satisfaction, teachers' of

formal schools are Moderately Satisfied (MS) in their profession, needs fulfillment, scope of democratic practices and school physical facilities/environmental factors while they are Dissatisfied (DS) with human relation and school management related factors. The global mean score for job satisfaction of formal schools is 2.50 which are Moderately Satisfactory (MS). On the other hand, excepting human relationship component (which is dissatisfactory), the non-formal school teachers are Moderately Satisfied (MS) with all other rest of the components (five components) and the global mean score for non-formal school teachers job satisfaction is 2.90 which is also Moderately Satisfactory (MS) like formal schools.

After getting the global results of job satisfaction of teachers of formal (GPS) and non-formal (Ananda Schools), it is now essential to determine how job satisfaction of teachers' creates differences on the students' achievement in both formal and non-formal schools. The following section provides grade four students' achievement on the major three subject areas of Bangla, English and Mathematics as found out to investigate the relationship between teachers job satisfaction and students' achievement.

4.5 Identification of Students' Achievements

As mentioned earlier, the present analysis is done on the basis of school wise results achieved by the grade four students on Bangla, English and Mathematics in the 1st terminal examination of both formal and non-formal (AS) schools. Since the job satisfaction of teachers is shown in three levels, so the researcher felt it essential to produce the students' performance grades (results) in three categories in a balanced way. In the primary schools seven grades, such as A+, A, A-, B, C, D & F are used. For the present study A+ & A are combined into High, A- & B are into Average and

C & D are into Low levels of performance/achievement. This exercise will help to find out the relation of teachers' job satisfaction with that of their students' achievements in the formal and non-formal (Ananda Schools).

Table 4.14 Students' Achievements on three subjects of formal and non-formal (AS) schools

Grade	Formal school				Non formal school			
	Bangla	Math	English	Total	Bangla	Math	English	Total
H (A+ &A)	12 (28.57)	09 (21.43)	07 (16.67)	28(100)	08(19.05)	09 (21.43)	06(14.29)	24(100)
A (A- & B)	24 (57.14)	24 (57.14)	24 (57.14)	72(100)	18(42.86)	21(50.00)	21(50.00)	59(100)
L (C & D)	06 (14.29)	09 (21.43)	11 (26.19)	26(100)	16(38.09)	12 (28.58)	15(35.71)	43(100)
Total	42 (100)	42 (100)	42 (100)	126(100)	42 (100)	42 (100)	42 (100)	126(100)

The results of the above table 4.14 have been produced precisely in the following charts for formal (GPS) and non-formal (Ananda Schools) schools:

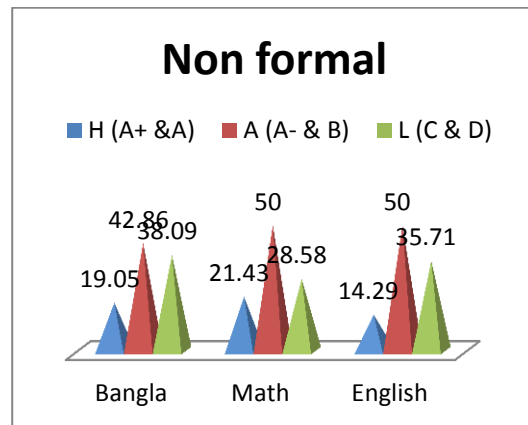
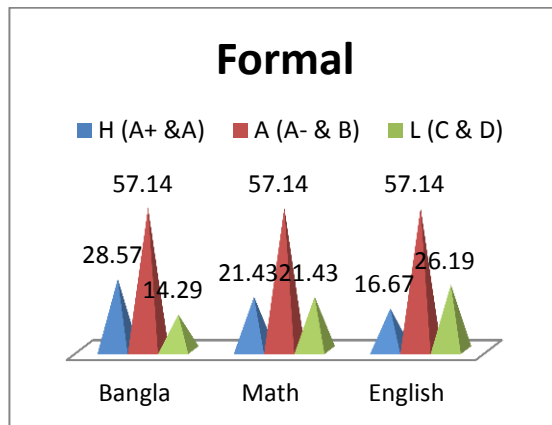


Figure :11 Students' Achievements on three subjects Figure:12 Students' Achievements on three subjects

Table 4.14 shows that students' achievements in three subjects are calculated in three levels (H=High, A=Average and L=Low). It further indicates that out of 42 formal schools, students of more than fifty seven percent schools (57.14%) have achieved average grade (A- & B) in three subject areas. Further, the students of rest of the

formal schools have achieved either higher or lower grades in terms of Bangla, Mathematics and English. On the other hand, students of 50% Ananda schools have achieved average grade (A- & B) in Mathematics and English while students of 42.86 % Ananda schools have achieved average grade in Bangla. It is interesting to observe that a good number of NF schools have students with lower performance achieving C & D grades in all the three subject areas. However, by and large, it may be inferred that academic achievement of the students of formal and non-formal schools is average.

After getting the students' achievements, the proceeding section is planned to find out if there is any impact of teachers' job satisfaction on the students' achievement.

4.6 Impact of teachers' job satisfaction on the students' achievements

It reveals from the earlier analysis that schools undertaken for the study have been categorized into high, average and low performing / achieving schools on the basis of grades obtained by the students of those schools independently. It has been appeared above that performance of formal and non-formal (AS) school students in Bangla, English and Mathematics is average. Now, it is imperative to investigate how these students' results are being influenced by the degree of job satisfaction of the teachers. Therefore, following table is prepared with students' achievement categories across the job satisfaction levels of teachers of formal and non-formal (AS) schools:

Table 4.15: Impact of teachers' Job Satisfaction on the Students' Achievements

TJSL SA	Formal schools				Non formal schools			
	Satisfactory	MS	DS	Total	Satisfactory	MS	DS	Total
H(A+&A)	01 (11.11)	08 (88.89)	00	09 (100)	02(28.57)	05 (71.43)	00	07 (100)
A(A-&B)	03 (12.00)	21 (76.00)	01(12.00)	25 (100)	00	20 (100)	00	20 (100)
L(C&D)	00	08 (100)	00	8 (100)	00	15 (100)	00	15 (100)
Total	04(09.52)	37(88.09)	01(02.39)	42 (100)	02(04.76)	40(95.24)	00	42 (100)

Table 4.15 reveals job satisfaction of formal and non-formal school teachers in relation to their students' achievements. It shows that 88.09% formal schools having teachers with Moderately Satisfied (MS) in their job have 76.00% students with average achievements. In other words, a large number of those schools which forms half of the schools (21 out of 42) have students with average achievements (A- & B grades) of academic performance in terms of Bangla, English and Mathematics. On the other hand, 40 (95.24%) non formal schools have teachers with Moderately Satisfied (MS) in their job; and out of this, at least half of the schools (20) fall into the category of average achievements (A- & B grades) of academic performance in terms of those subjects. However, it also shows that a good number of non-formal schools (15) having moderate teachers' job satisfaction (MS) has students with low achievement (i.e. C & D grades). To refer table 4.14 given above, shows that 12-16 students did low performance in Bangla, English and Mathematics. Finally, it may be said that there is a good evidence of positive relationship between teachers job satisfaction and students achievements as schools having teachers with Moderately Satisfied (MS) with their job have students with average academic achievement (A- & B grades), yet there are some evidences of negative relationship, too and the tendency is more in the non-formal (AS) schools. The results further presented in the following Charts 13 &14.

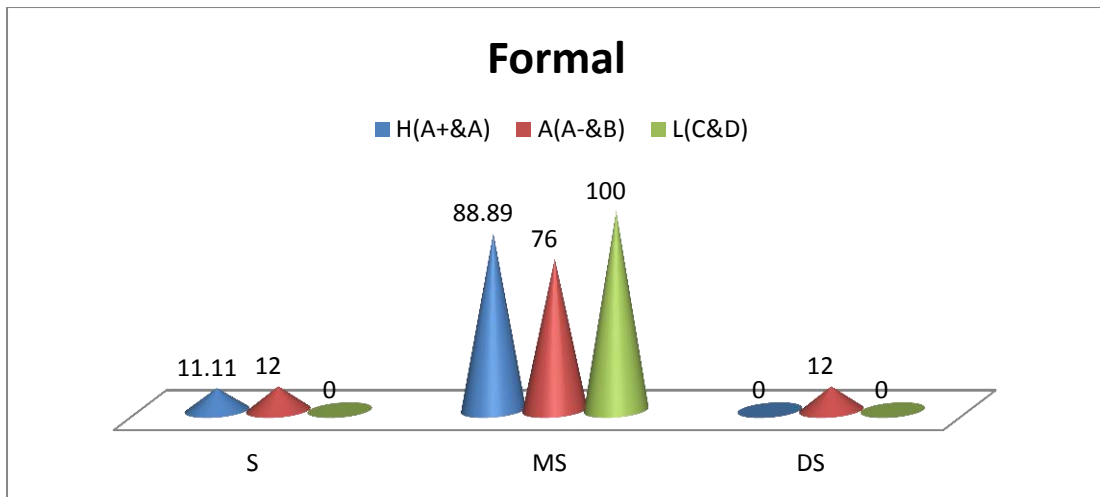


Figure:13 Impact of teachers' Job Satisfaction on the SA

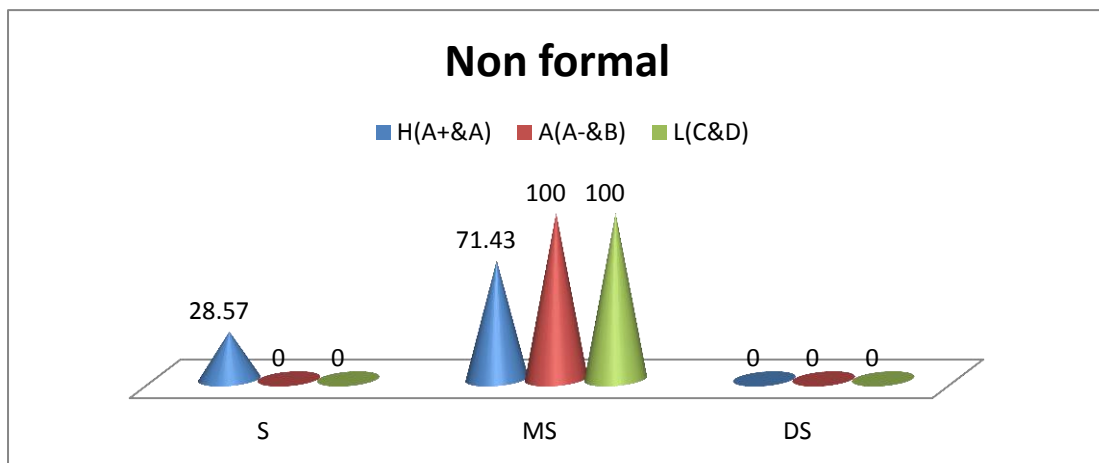


Figure: 14 Impact of teachers' Job Satisfaction on the SA

Chart 13 for formal schools and Chart 14 for non-formal schools (Ananda Schools) also clearly shows that out of 42 each formal and non-formal (AS) schools, a great majority of them have teachers with moderately job satisfaction and their students' academic achievement is also moderate (Average).

Discussion

Katharian, M. (2005) did a research on teachers' job satisfaction, students' achievement and the cost of primary education. The purpose of the study was to find out the factors determining teachers' job satisfaction. In order to test the link between

teacher job satisfaction and education quality, student achievement at the end of the year it appears that teacher job satisfaction does exert a positive and significant influence on student learning. However, Chutia (2013) did a study on impact of teachers' job satisfaction on academic achievement of the student in Assamese medium secondary schools of Kamrup district of Assam, India. He found that there exists very negligible correlation between the teachers' job satisfaction and the academic achievement of the students in Assamese medium secondary schools of Kamrup district of Assam. Almost a similar result was found by Wangai (2012). He did a project work on factors affecting job satisfaction among secondary school teachers of Mwatate district, Kenya. He found that students' performance was not affected by the level of job satisfaction possess by the teachers. To conclude, it may be said that differences of the result of the present study with that of many other studies may be due to differences of time, situation and nature of the study.



CHAPTER 5

CHAPTER FIVE

FINDINGS, IMPLICATION AND RECOMMENDATION

The study had focused mainly on primary school teachers' job satisfaction and academic achievement of the students and the relationship. On the basis of the analysis of data the findings related to the different objectives of the study had been accumulated. The study revealed that the teachers in primary schools of specific districts had an average degree of Job Satisfaction. The mean job satisfaction score of the teachers were found to be moderate. This study had also found moderate / average academic achievement of the students in about fifty percent formal and non-formal (Ananda Schools) schools. To come up with this result the researcher had to walk a long way and recorded many findings; out of them major findings are given below:

5.1 Major findings

1. It was found that the teachers of formal and non-formal (AS) primary schools of Bangladesh are Moderately Satisfied (MS) with their job.
2. It showed that female teachers were more Satisfied (S) on their job than the male teachers in both formal and non-formal schools.
3. The study further revealed that teachers with comparatively young in age are more Satisfied (S) with their job than the elder teachers. It appeared that a great majority of teachers of both formal (85.00%) and non-formal (80.95%) schools having Moderately job Satisfaction (MS) belonged to age cohorts of younger teachers.
4. The married teachers of formal and non-formal (AS) schools were found to

- be more Satisfied (S) on their job than the unmarried teachers.
5. It seemed in both the categories of schools, teachers in large number irrespective of their educational qualifications, were Moderately Satisfied (MS) with their job. It also further revealed that higher educational qualification of teachers was not responsible for their job satisfaction.
 6. Similarly, the study indicated that although certain proportion of teachers having a good number of years of experience were Moderately Satisfied (MS) with their job, yet the result would not be tenable to infer that teachers experience had an immense influence on their level of job satisfaction.
 7. To categorize the schools according to the job satisfaction levels of teachers, it was revealed that a large majority of formal (88.09%) and non-formal (95.24%) primary schools had teachers with Moderately job Satisfaction (MS). The division level distribution of schools had also produced the same results.
 8. The study showed that rural school teachers (formal and non-formal) were slightly more satisfied than the urban teachers (formal schools).
 9. It was appeared that one-shift schools had teachers comparatively with more satisfaction on their job than the two-shift schools.
 10. The result showed that out of five sub components of 'teaching profession in primary schools', the teachers of formal schools were Moderately Satisfied (MS) on 'teachers professional development', 'enjoying teaching', 'teachers workload' but they were Dissatisfied (DS) on 'teaching as a profession' and 'teachers fondness in providing effective teaching'. However, in the non-formal schools teachers were Moderately Satisfied (MS) in four sub components and Satisfied (S) on 'teachers' workload'.

But in average, teachers of formal and non-formal schools were Moderately Satisfied (MS) with their teaching profession in the primary schools.

11. In terms of teachers' needs fulfillment related factors, out of four sub components, formal school teachers were Moderately Satisfied (MS) on 'teacher's salary' and 'social recognition' while Dissatisfied (DS) on 'job security' and 'leave & recreation facilities' they had been enjoying. In the non-formal schools teachers were moderately satisfied (MS) on three sub components and Dissatisfied (DS) on the matters of their 'job security'. But in average, teachers of both formal and non-formal schools were Moderately Satisfied (MS) on the principal component of teachers needs fulfillment component.
12. In regard to teachers human relationship related components, teachers of formal schools were Dissatisfied (DS) with 'community relation' and 'relation with parents', while non-formal school teachers were dissatisfied on the first component and Moderately Satisfied (MS) on the second. In average, teachers of both formal and non-formal schools were Dissatisfied (DS) in maintaining human relation with the community and the parents of the students.
13. In terms of teachers participation in democratic practices, out of three sub components like 'leadership', 'team work' and 'decision making process', formal and non-formal school teachers were Moderately Satisfied (MS) on all the sub components excepting Dissatisfaction (DS) on 'leadership' by the formal school teachers. However, in average, teachers of both the formal and non-formal schools had expressed Moderately Satisfaction (MS) over

their participation on democratic practices.

14. In regard to school physical facilities / environmental factors and teachers' job satisfaction, out of three sub components like 'school physical facilities', 'teaching materials' and 'school environment', formal and non-formal school teachers were Moderately Satisfied (MS) on all the sub components excepting Dissatisfaction (DS) on the later one by the formal school teachers. However, in average, teachers of both the formal and non-formal schools had expressed moderately Satisfaction (MS) over their 'school physical facilities' / 'environmental factors'.
15. To refer to school management related factor, out of three sub components of 'school timing', 'community role for students retention' and 'SMC/CMC behaviors', the teachers of formal schools were moderately satisfied (MS) on the first component and Dissatisfied (DS) on the latter two components. But in the non-formal schools, teachers were moderately satisfied (MS) on the first and third components, and Satisfied (S) on second component. In average, the formal school teachers were not satisfied with the school management related issues, while NFE teachers were Moderately Satisfied (MS) with the same factors.
16. The job satisfaction of formal and non-formal (AS) primary school teachers in relation to twenty sub components under six main components of teachers job satisfaction, were found to be largely Moderately Satisfactory (MS). However, a few factors of both formal and non-formal schools had produced either Satisfactory (S) or Dissatisfactory (DS) results; yet, in average, teachers of both formal and non-formal (AS) primary schools were found to be Moderately Satisfied (MS) with their job.

17. The study further showed that students of 57.14% GPS had achieved average grade (A- & B) in Bangla, Mathematics and English. However, students of 50% AS had achieved average grade in Mathematics and English while 42.86 % of them had achieved average grade in Bangla. Further, a good number of Ananda Schools had students with lower performance achieving grades (C & D) in all the three subject areas. Yet, in average, Ananda Schools had produced average academic achievements.
18. Finally, it revealed that teachers were Moderately Satisfied (MS) with their teaching job and performance of their students also, by and large, average/moderate. Therefore, from the apparent results, it may be assumed that job satisfaction of teachers was helpful for students' academic achievement in formal and non-formal schools-more the job satisfaction of teachers, more the academic achievements of students'.

5.2 Implication

As a developing country, Bangladesh has been facing many big challenges; and one of its kinds is strengthening primary education. Teachers are the main agent of development of education. The present study was conducted to determine the job satisfaction of formal and non-formal (AS) schools teachers, and also to find out the impact of teachers job satisfaction on the students' achievements. Job satisfaction is the extent of which a teacher feels good about job. Therefore, the level of job satisfaction was not found homogeneous in the different categories of schools; and in nowhere that might be possible. It was different from teacher to teacher, school to school, and place to place. Nevertheless, the study will, likely to

contribute in selecting teachers considering personal entities, and fixing their salary and other benefits, and ensuring job security, school environment, recreational facilities and so on, job related factors that affect the job satisfaction of both formal and non-formal primary school teachers. The present study revealed that the teachers of primary schools, as a whole, possess moderate degree of job satisfaction while their students also possess average achievements in some major subject areas. This is an indication that if the authority is interested to improve students' achievements, it should take appropriate measures for teachers' job satisfaction on the factors that are hinted in the study.

Therefore, it is expected that the findings and the suggestions of the present study will be helpful for the concerned authorities, policy makers and teachers in bringing success in the students' achievements of primary schools of Bangladesh.

5.3 Recommendations

The present study brought out the fact that the teachers of formal and non-formal (AS) primary schools of Bangladesh had moderate degree of job satisfaction with respect to various job satisfaction factors. The academic achievements of the students of both the categories of schools were also found to be moderate / average. To come up with the overall results, the study had to investigate job satisfaction of teachers through different variables. On the basis of different results following recommendations are made.

- It was found that teachers of both formal (GPS) and non-formal (AS) primary schools are moderately satisfied with their teaching job. Therefore, schools authority should plan to improve the job satisfaction level of

teachers keeping the present status undamaged.

- As the present study found female teachers were more satisfied in teaching primary schools than the male teachers, therefore, the current policy for recruiting at least 60% female teachers is essential to be continued and to be followed strongly in different areas of the country.
- The study indicated that younger teachers were more satisfied in teaching profession than the elder teachers. Moreover, years of experience had no strong influence on the level of their job satisfaction. To keep the teachers satisfaction high, it is important to increase the salary support, promotion opportunity, recreation and other facilities to the teachers after certain years of job (say 10 years).
- Since higher educational qualifications were not a strong factor of teachers' job satisfaction, yet it will be rational to provide enhanced salary and other benefits to the qualified teachers to keep up their job satisfaction and to get best services from them. Moreover, teachers' salary and benefits may be decided considering educational qualification and training background of the teachers.
- While urban GPS teachers were less satisfied on their job than the rural teachers, it is essential to find out the causes behind the fact. However, the current added opportunity of urban teachers may be increased and school environment including playground may be improved for their satisfaction
- When one-shift GPS teachers were more satisfied than the two-shift GPS, it is important to find the causes, yet the study encourages for increasing number of one-shift GPS.
- Seeing that teachers of GPS were dissatisfied on the factors of 'teaching as

a profession' and 'teachers fondness in providing effective teaching', it would be imperative to make the teaching job more interesting and enthusiastic to the teachers to love teaching as a profession. To increase the fondness of teachers for effective teaching, teachers should be oriented as to how teaching activity can be pleasant for a teacher.

- Because of GPS teachers dissatisfaction on 'leave and recreation facilities', and GPS & AS teachers dissatisfaction on 'job security', the authority should widen opportunity to enjoy leave by the teachers and to lesion their non-academic work. To ensure job security of both formal and non-formal school teachers, service conditions may be flexible and temporarily appointed teachers may be placed under substitute positions.
- Looking that dissatisfaction of formal school teachers on 'community relation' and 'relation with student's parents'; and dissatisfaction of Ananda Schools on the first component, it may be recommended that measures be taken to improve community relation with teachers and to increase parents' awareness for getting their cooperation.
- Scope of providing individual leadership by a GPS teacher may be increased involving them in different school activities and decision making process as they are dissatisfied on this component.
- School environment / physical facilities in an important factor of teachers job satisfaction. But in the formal schools teachers were dissatisfied on this factor. For job satisfaction of teachers, school physical facilities including sanitation, safe water supply and neat & cleanliness of school environment should be ensured by the school authority.
- Because of formal school teachers' dissatisfied on the components of

‘community role for students retention’ and ‘SMC behaviors’, it is essential to launch awareness building program for school community and for SMC members by the school authority. The existing programs for community awareness like court yard and mothers meetings, and home visit by the teachers should be strengthened.

- The study further recommends that, since a large number of teachers of GPS and AS are moderately satisfied with the maximum number of variables, therefore, the school authority should maintain the existing status and would play positive role for further development of those components as the case might be.
- Last not the least, although teachers’ job satisfaction level was moderate, yet there were teachers who had dissatisfaction (DS) on different factors of job satisfaction. On the other hand, although students’ achievements in Bangla, English and Mathematics were average, nevertheless, there were students who had achieved below average grades. Apparently, it may be believed that student’ achievements changes with the changes of teachers job satisfaction. Thus, to improve the students’ achievement in both formal (GPS) and non-formal (AS) schools in Bangladesh, teachers job satisfaction level should also be improved taking different measures by the education planners, decision makers, researchers and local school authority and community.

5.4 Suggestions for further research

All the relevant variables concerning teachers' job satisfaction and students' achievements cannot be accommodated in a single research problem. The present study had taken into consideration a few primary schools (formal and non-formal). However, a big study can be conducted taking a large sample either from GPS or Ananda Schools on some similar or other factors of job satisfaction and students' achievements.

A series of studies on similar nature may be taken into consideration with the other categories of primary schools including NGO / NFE schools in the country. Different studies may use different tools of job satisfaction, students' achievements and methods of data collection and interpretation of data available in the relevant books referred in the present study.

To review the different studies of job satisfaction, it was found that several studies were done on secondary, technical, vocational and higher education. In Bangladesh, too similar initiatives may be taken by the researchers of education for the improvement of students' achievements.

Education officials also play vital role for improvement of students' performance. A number of studies to determine the job satisfaction levels of different categories of education officials can be taken in Bangladesh with a view to improving their performance in the field of education.

References

- Aaronson, D., Barrow, L., & Sander, W. (2008). Teachers and Student achievement in the Chicago public high schools, *Journal of Labour Economics*, 25(1), 95-135
- Abiodun, M.G. and Gbadebo, O.A. (2012), *Job Satisfaction Status of Primary School Teachers in Ota, Nigeria, Department of Psychology, Covenant University, Ota , Ogun State, Nigeria: European Journal of Educational Studies* 4(1), 2012.
- Afrin, S. (2010), “A Study on The Contribution of NFE program of Save the Children Sweden- Denmark in Reducing Child Labour in Dhaka City.” M.Ed, Department of Non-Formal and Continuing Education, IER, Dhaka University.
- Agarwal, M. (1991), Job Satisfaction of Teachers in Relation to some Demographic Variables and Values, *Fifth survey of Education Research* by, vol.2.
- Ahamed, K.F. (2010), “Job Satisfaction: A comparative study of public and private sector commercial bank employees in Bangladesh.” Ph. D thesis, Dept of management studies.
- Akter, Y. (2013), “A study of adjustment level among primary school teachers in ANANTNAG”, post graduate in education: Indira Gandhi National Open University (IGNOU).
- Anees, A. (2011), “A Comparative Study of Job Satisfaction of Teacher Educators Working in Private and Public Funded Institutions in Relation to Their Work Motivation and Occupational Aspiration.” Ph. D thesis, Department on Education, Aligarh Muslim University, Aligarh-202002.
- Anju, M. (2002) “Comparative Study of Relationship Style of Principals in Relation of Job Satisfaction of Teachers and Organizational Climate in Govt. and Private Sector Secondary Schools in Delhi”.
- Arvey, R.D. and Dewhirst, H.D. (1979) *Relationship between Diversity of Interest, Age, Job satisfaction and Performance*, *Journal of Occupational Psychology*, vol.52, 1979.
- Ashrafuzzaman, M. (1985) *Job Satisfaction Among the Employees in BIBM- A case study. Bank Paricroma*, vol. x- March, June, September and December, no.1, 2, 3, & 4, 1985.
- Armstrong, M. (2006). *A Handbook of Human resource Management Practice*, Tenth Edition, London: Kogan Page Publishing.
- Begum, (1988), *Job Satisfaction of the Rajshahi Jute Mills Workers, Management Development*, vol.17, no.1.
- Biswas, D. (2009), “Effect of Teachers’ Remuneration on Teaching Quality in Non-Formal Primary Education.” M. Ed, Department of Non-Formal and Continuing Education, IER, Dhaka University, Dhaka.
- Blum, M. L. and Naylor, J. C (1968), *Industrial psychology: its theoretical and social*

- foundation. New York: Harper and Row.
- Brayfield, A.H. and Crockell, W.H. (1955), *Employee Attitude and Performance. Psychological Bulletin*, vol.52.
- Bonner, M. (1997) “Stage of Change, Job Satisfaction Weight, and Activity at two work site wellness programs.” Doctoral Dissertation, The University of Southern Mississippi. USA, 1997.
- Brooke, S. L. (2007), *Leadership and Job Satisfaction, The outline journal* vol,1.4- Issue Feb. 13, 2007- 4:16:55
- Campbell et al., (1976), *The Quality of American Life*, New York: Rusell Sage Foundation.
- Chutia, M. (2013), *Impact of teachers’ Job Satisfaction in academic achievement of the student in Assamese medium secondary schools of Kamrup district of Assam, India. The Clarion* Volume 2 No.1, ISSN: 2277-1697.
- Coombs and Ahmed (1973, 74), *New paths to learning (For rural children and young)*, International Council for Educational Development, New York.
- Creswell, J.W. (2011). *Educational research: Planning conducting and evaluating quantitative and qualitative research (4thed)*. New Delhi: PHI Learning.
- Dev, A. T. (1969), *An up-to-date students’ favorite dictionary*, Allied Publishers Private Limited, New Delhi.
- Georgiou, M. (2012) “The Impact of Teachers Job Satisfaction and Interpersonal behavior on Students’ Achievement in Cyprus Context” CCEAM Conference 2012, 3-5 November.
- Goyel, J.C. (1980), “Relationship among attitude, job satisfaction, adjustment and professional Interest of Teacher Educators”, India.
- Gupta, S.P. and Shrivastava J.P. (1981) *A study of Relationship between Job Satisfaction and Personality Maturity among Secondary Teacher, Journal of Education and Psychology*, Vol.30, No.1.
- Haque, K. B. and Hossain, M. M. (1992), *Perceived Importance of Different Incentives in Motivation Industrial Managers in Bangladesh, Journal of Business Studies*, vol.12, no.2, 1992.
- Heathfield, S. M. (2011), *Keys for Improving Satisfaction and Management*, About.com Human Resources.
- Herzberg, F., Mausner, B., Peterson, R.O.and Campbell, D.F. (1957), *Job attitudes: Review of Research and Opinion*. Pittsberg: psychological Swervice of Pittzberg.
- Hossain, A.B.A.M (1985) *An analysis of Factors Related to the Job Satisfaction of the Teachers of Secondary Schools, Dhaka University Journal of Psychology*, vol. 15, 1985

- Hossain, M.M. and Miah, K.M. (1992), “Job satisfaction and Performance of Bank Employees: A comparative study of the private and public bank in Bangladesh”. Management Development. Dhaka.
- Hossain, M. M. (1992) *Job Satisfaction of Secondary School Teachers in Bangladesh: A case Study in Dhaka City*, *Journal of Behavioral Science*, vol.3, no.2, 1992.
- Hossain, M. M. (1995)” Job Satisfaction of Commercial Bank in Bangladesh”, Ph. D thesis, Dept of management studies.
- Hoppock, Robert (1935) “*Job Satisfaction*”. Harper and Brothers, New York,
- Hulin, C.L. and Smith, P.C. (1964), *Sex Differences in Job Satisfaction*, *Journal of Applied Psychology*. Vol.48, no.2.
- Islam, Azharul. (1982) “A Study of Organizational Climate, Teacher Morale and Leadership Behavior in the Secondary Teachers’ Training Colleges of Bangladesh.” Ph. D thesis, University of Baroda, Baroda.
- Islam, M.N. (2003), *Promotion Policies and Practices in the Public Sector Banking in Bangladesh.*, *journal of the Institution of Bangladesh Studies*, vol. xxvi, 2003.
- Islam, M.M and Hasan, M. (2005), *Employee Satisfaction of Private Sector Bank in Bangladesh: A Study on Dhaka City’s Banks*, *journal of business studies*, vol.3, no.1 &2, 2005.
- Islam,N. and Swiercjek, F.W. (2003), *Job Satisfaction: Impact of Technological Change on Women Garment Workers in Bangladesh*, *journal of Business Administration*, vol. 29, no. 1&2, January and April, 2003
- Jacob, B.& Lefgren, L.(2008), *Can Principals identify effective teachers? Evidence on Subjective performance evaluation in Education*, *Journal of Labour Economics*, 26(1).
- Jennings, J. (1990) *Adult Literacy: Master or Servant? A case study from Rural Bangladesh*, Dhaka: Universitypress limited.
- Joarder, M. S. (2011), *Oxford Learner’s Students Dictionary*, Samachar, 38 P.K. Roy Road , Banglabazar, Dhaka.
- Jurgensen, C.E. (1947), *Selected Factors which Influence Job Preference*, *Journal of Applied Psychology*, vol.31, no 6.
- Karami, M. J. H and Mallik, S.A.(2005) ,*Job Satisfaction Level and Impact of Education on Working Domain for the Industrial Workers in Milk Vita- An Application of EDA and PRE Oriented Techniques*, *journal of Business Studies*, vol. xxvi, no. 2, 2005.
- Katharian. M (2005) ,“Teachers Job Satisfaction , Students Achievement and the Cost of Primary Education.” Ph. D. Institute of International Economics, University of Zurich and Humburg.

- Karen, S. M. (2005), "Factors Affecting Job Satisfaction and Retention of Beginning Teachers" Doctoral Thesis, Blacksburg, Virginia.
- Kakker, Ved , (1983), " Job Satisfaction, Job Values and Vocational Interest of Women." In: Anees, A. (2011), "A Comparative Study of Job Satisfaction of Teacher Educators Working in Private and Public Funded Institutions in Relation to Their Work Motivation and Occupational Aspiration."
- Khaleque et al.,(1992), *Job Satisfaction , Mental Health, Fatigue and performance of Industrial Workers, Psychological Studies ,* vol.37, no. 2&3 .
- Khaleque, A., Hossain, M.M., and Haque, M.E. (1992), Job satisfaction, Mental health, Fatigue, and Performance of Industrial workers, Psychological studies.
- Kressel, N.J. (1990), *Job and Degree Satisfaction among Social Science Graduates. Journal of Teaching of Psychology.* Vol.17, no. 4
- Lawer, E.E. and Porter, L.W. (1963), *Perception Regarding Management Compensation, Industrial Relations,* vol 3.
- Locke, (1976), *Organizational behavior affect in the work place, Annual review of Psychology,* New Delhi vol 53.
- Locke, E.A. (1976), The nature and causes of job satisfaction, Handbook of industrial and organizational psychology, Chicago: Rand McNally.
- Mahmuda, A. and Rahman, M. H. (2000), *Teacher Quality and Job Satisfaction: A Preliminary Study of Dhaka University Teachers, Dhaka University Journal of Psychology,* vol. 24.
- Mamun et al., (2005), *A Comparative Study of Job Satisfaction of the Senior Male and Female Executives in Bangladesh, journal of business research,* vol.7, 2005.
- Morrill, O. L. (1969), "The determination of factors contributing to job satisfaction and dissatisfaction of secondary school teachers in Dacca city" Ph. D. thesis, Institute of Education and Research, Dhaka University.
- Mohd Imran Rasheed, (2010), *Journal of Management Research,* 2010 Vol-2.
- Moniruzzaman, M. and Islam, M. A. (1995), *Status of job satisfaction: A comparative study between nationalized commercial banks and private commercial banks, Journal of the institute of bankers of Bangladesh.* vol.36-41.December .1999.
- Mustofa, H and Sylvia R.D. (1976), *A Factor Analysis Approach to Job Satisfaction, Public Personal Management,* vol.4.
- Moore, C.M. (2012), *The Role of School Environment in Teacher Dissatisfaction among U.S. Public School Teachers, SAGE Open* published online on 24 February 2012.<http://www.segepublications.com>.

- Nawaj, A.S. M. and Rahman, M. M. (2005), "Determinates of employees' job satisfaction: A study on British American Tobacco Bangladesh Ltd., *Journal of the Institute of Bangladesh Studies*, vol. xxviii.
- Pathik, R.D. and Postenze, D.D. "Organizational Politics Orientation as Related to Job Satisfaction, Job environment and Job anxiety among Research and Development."
- Pareek, U. & Rao, T.V. (1974), *Handbook of Psychological and Social Instruments*, Indian Institute of Management, Ahmedabad, Samashti, B2, Chamelibag, Baroda-2, India .
**
- Panda B.B. (2006), Job Satisfaction of College Teachers in Assam and Orissa". "Miracle of Teaching, Quarterly Journal of the Teaching Profession" Asian Academy of Education and Culture International House, Bhopal.
- Porter, L.W. et al., (1974), *Organizational Commitment, Job Satisfaction and Turnover among Psychiatric Technicians*, *Journal of Applied Psychology*, vol.59, 1974.
- Rahman, M. H. (2003), *Compendium of Education*, 22/2, Free School Street.
- Rahman, M.I. (2006) et al, *Job satisfaction: A study among public and private university Teachers' in Bangladesh, The cost and management*, vol. 34, no.3, May- June 2006.
- Rahman, M.M. and Afrin, S. (1999), *Motivation and Job Satisfaction of Jute Mills Workers in Bangladesh: A case study in Khulna Zone*, *Business Review*. Vol. 2, no.2, 1999.
- Rahman, Masud Ibn , (2008) Job Satisfaction among Public and Private College Teachers of Dhaka City: A Comparative Analysis. June 18, 2008.
<http://dn.org/10.2139/ssrn.1737285>
- Ramakrishnaiah, D (1980), A Study of Job Satisfaction, attitudes towards teaching and job involvement of college teachers, M.Phil Dissertation, Sri Venkateswara University
- Rasheed, M. I. (2008); "Job Satisfaction among Public and Private College Teachers of Dhaka City: A Comparative Analysis". Department of Psychology, Dhaka University.
- Rashid, M & Sadia, R. (2013), *Teachers' Professional Preparation, Income, Job Satisfaction and Performance: An Exploratory Study*, *Bangladesh education journal*, vol, 12, Number 2, December 2013
- Rashid, M. and Ritu, S. (2013), *Teachers' Professional Preparation, Income, Job Satisfaction and Performance: An Exploratory Study*, *Bangladesh education journal*, vol, 12, Number 2, December 2013.
- ROSC Project profile, (2nd phage) 2012
- Ruch (1948), *Psychological and Life including Illustrated References Manual, the brain and nervous system* – 3rd edition. Chicago Scott, Foresman.

- R.J. Cole (1940), *A Survey of Employee Attitude, Public Opinion, Quarterly*, vol.4, 1940.
- Sarker,P. and Uddin,M.K. (2007), *Environmental stress, Job satisfaction and career intention among the teachers' of Dhaka university, The Dhaka University journal of Psychology*, vol. 31, 2007.
- Seenivasam, C. (2007), *Job Satisfaction of Higher Secondary School Teachers, Journal of Community Guidance and Research*, 2007, vol.24 no.2
- Shah. K, (1982), *A study of Job Satisfaction in Relation to Attitudes, Job Values and Vocational Interest of Women, Fourth Survey of Educational research*, vol.2, p.no.1405
- Siddique, M. Z.(2003), *Quality of work life among white collar and blue collar employees of sugar industry in Bangladesh, journal of the Institution of Bangladesh Studies*, vol. xxvi, 2003.
- Siddique (1994), *Job Satisfaction of Secondary School Teacher of Goa, India*.
- Singh, Indira. K (1984), "The Effect of the Headmaster's Leadership on Teachers Job Satisfaction and Morale as Perceived by the Teachers in Nepal." *Colombia University Teachers College* 1984 .AAT8411289.
- Singh, Urmila. (1992), *A Study of Some Organizational Correlates of Job Satisfaction and Role Conflict Among Secondary School Teachers, Fifth survey of Education Research* 1988-92, vol.2
- Somech, Anita and Drach-Zahavy, Anat (2000), *Understanding extra-role behavior in schools: the relationships between job satisfactions, sense of efficacy, and teachers' extra-role behavior. Teaching and Teacher Education. Vol. 16*.
- Spector, P.E. (1997). *Job satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: SAGE.
- Stockford L.O. and Kunje, K. R. (1950), *Psychology and pay check, Personnel*. Vol. 27, 1950.
- Tasnim, S. (2006), "Job Satisfaction among Female Teachers: A Study on Primary Schools in Bangladesh". M. Phil thesis, Department of Administration and Organization, Norway: Theory University of Bergen, spring 2006.
- Tanja, S. & Hannum, E (2005), *Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural Northwest China, Gansu Survey of Children and Families Papers, University of Pennsylvania,2005*.[http:// repository. Upenn. Edu/gansu_papers/1](http://repository.upenn.edu/gansu_papers/1)
- Voris, B.C. (2011) "Teacher Efficacy, Job Satisfaction, and Alternative Certification in Early Career Special Education Teachers". University of Kentucky Doctoral Dissertation. Paper159. [http:// uknowledge .uky.edu/ gradschool_diss/159](http://uknowledge.uky.edu/gradschool_diss/159).

Vroom, V.H. (1964), *Work and Motivation*, New York:Jhon Willy.

Wangai,M. M. (2012), “Factors Affecting Job Satisfaction Among Secondary School Teachers of Mwatate District, Kenia.” Project paper presented as a partial fulfillment for the requirements of the award of certificates in senior management course, Gtiambu, Kenia.

**** Review of Questionnaires of different authors referred in the “ Handbook of Psychological and Social Instruments” by Udai Pareek and T. Venkateswara Rao, Indian Institute of Management, Ahmedabad, Published by Samashti, 1972, B-2, Chamelibagh, Baroda-2, India.**

Achievement Motivation Inventory, Author: Prayag Mehta, National Council of Educational Research and Training, New Delhi, 1969.

Achievement Motivation Inventory, Author: Prayag Mehta, National Council of Educational Research and Training, New Delhi, 1969, pp202

Attitude Towards Teaching, Author: R. S. Uhrbrock, Indian Journal of Psychology , 1962, 37(4) , 175-180

(a) Work Motivation Questionnaire, (b) Job Satisfaction Questionnaire, Afshan Anees, Ph. D thesis, Aligarh Muslim University, Aligarh, India 2011.

(b) Pupil Control Ideology Scale, (b)Attitude towards Teaching Profession, (c) Teacher Occupation Stress Factor Questionnaire, Shagupta Munir, Ph. D thesis, Aligarh Muslim University, 2009.

Attitude Towards Teaching Profession, Author: P. Ponnambalam and H. Visvesaran, Journal pf Educational Research and Extension, 1966,3 (2), 65-69.

Attitude Towards Teaching Profession, Author: Shalini Bhogle, Department of Psychology, Osmania University, Hyderabad-7, Ref.book: Handbook of Psychological and social Instruments, Udai Pareek&T. Venkateswara Rao, Indian Institute of Management, Ahmedabad, Samashti, 1974.

Attitude Towards Teaching Profession, Athour: V.V. Katti and C.S. Banner, Ref. book: Handbook of Psychological and social Instruments, Udai Pareek&T. Venkateswara Rao, Indian Institute of Management, Ahmedabad, Samashti, 1974.

Brayfield and Rothe’s Job Satisfaction Index, Author: B.N. Mukherji, Indian Journal of Psychology, 1969, 46, 21-32.

Crandal, R. (1973). The measurement of self-esteem and related constructs, Pp. 80-82 in J.P. Robinson & P.R. Shaver (Eds), Measures of social psychological attitudes. Revised edition. Ann Arbor: ISR.

Job Satisfaction Scale, Author: O.S.Rathore, Ref. book: Handbook of Psychological and social Instruments, Udai Pareek & T. Venkateswara Rao, Indian Institute of Management, Ahmedabad, Samashti, 1974.

Job satisfaction scales, Short Brayfield & Rothe (1951), By Judge, Locke, Durham, & Kluger (1998, JAP, p.23). Job satisfaction scales Short Brayfield & Rothe (1951) b. Full Brayfield & Rothe (1951). Wiki by [Gilad Feldman](#).

Likert Scales and Data Analyses by I. Elaine Allen and Christopher A. Seaman

Organizational Environment Questionnaire, Author: Somnath Chattopadhyaya, K. G. Agrawal & Mohon Advani, Ref. book: Handbook of Psychological and social Instruments, Udai Pareek & T. Venkateswara Rao, Indian Institute of Management, Ahmedabad, Samashti, 1974.

Parent- Teacher Expectation Inventory, Author: P.M. Patel, Journal of the M.S. University of Baroda, 7, 1958, 39-52.

Tapan, Shajahan. (1990), Thesis and Assignment writing, Dhaka, Bangla Academy.

University Teachers' Job Satisfaction Inventory, Author: Jayakshmi Indiresan, Doctoral thesis in Psychology, Indian Institute of Technology, Delhi, 1973.

WEBSITES

www.jkhighereducation.in

[http:// dn.org/ 10.2139/ ssrn.1737285](http://dn.org/10.2139/ssrn.1737285)

[http://repository. Upenn. Edu/ gansu- papers/1](http://repository.upenn.edu/gansu-papers/1)

[http://en. Wikipedia.org/ wiki/](http://en.wikipedia.org/wiki/)

www.wikipedia.com

[http:// uknowledge .uky.edu/ gradschool_ diss/159.](http://uknowledge.uky.edu/gradschool_diss/159)

<http://dn.org/10.2139/ssrn.1737285>

Appendices

Appendix-1

Table 1.1 Primary education institutions, teachers and students from APSC 2012

SL. #	School type	No. of School	Total Teachers			Total Students			STR
			Total	Female	% of Female	Total	Girls	% of Girls	
1	GPS (MoPME/ DPE)	37,672	214,658	135,319	63	10,756,766	5,476,811	50.9	50.11
2	RNGPS (MoPME/ DPE)	22,101	86,536	44,936	51.9	4,103,980	2,066,808	50.4	47.43
3	Experimental School (MoPME/ DPE)	56	232	206	88.8	11,377	5,618	49.4	49.04
4	Community School (MoPME/ DPE)	1,605	5,276	3,927	74.4	258,996	132,560	51.2	49.09
5	NRNGPS (MoPME/DPE)	1,949	6,647	4,603	69.2	280,051	138,800	49.6	42.13
6	High School Attach Primary Section (MoE)	1,351	8,891	4,805	54	416,212	206,452	49.6	46.81
7	Ebtedyee Madrasah (MoE)	2,058	7,654	1,295	16.9	283,193	138,356	48.9	37.00
8	High Madrasah Attach Ebtedyee (MoE)	4,861	19,559	2,529	12.9	762,581	370,017	48.5	38.99
9	ShishuKollyan(MOSW)	125	308	223	72.4	12,734	6,981	54.8	41.34
10	Kindergarten (MoC)	12,486	78,836	46,385	58.8	1,454,737	635,406	43.7	18.45
11	BRAC Center (NGO Bureau)	10,326	10,544	10,118	96	272,537	165,543	60.7	25.85
12	ROSC Project Ananda Schools (MoPME/DPE)	5,862	4,802	3,587	74.7	174,009	87,140	50.1	36.24
13	NGO School (Gr1-5) (NGO Bureau)	2,782	4,735	3,301	69.7	178,334	91,175	51.1	37.66
14	Other	783	1,121	653	58.3	37,703	18,435	48.9	33.63
	Total	104,017	449,799	261,887	58.2	19,003,210	9,540,102	50.2	42.25

Source: APSC 2012a

Appendix-2

Job Satisfaction of Teachers of Formal and Non-Formal Primary Schools: An Impact Study on Students' Achievements

Primary School Teachers' Job Satisfaction Inventory

I am Tasmiri Tasmin Laboni, M. Phil student, Institute of Education and Research (IER), University of Dhaka, Dhaka. I have undertaken M. Phil study on job satisfaction of teachers of primary schools. The purpose of this study is to find out how job satisfaction creates impact on students' achievements. The questionnaire attached in the inventory is designed to achieve the purpose of the study. I hope, you will agree that a study of this kind can't be successfully completed without your help and active cooperation.

I shall appreciate if you could kindly fill up this inventory carefully. The data called for in this inventory are needed for research purpose only.

Several items are accommodated under three sections of this inventory. The respondents are requested to indicate each item by using the options given against each part of the instrument.

Kindly answer each item /question as you feel aquatic. Don't omit any.

Thanking you.

Yours sincerely

Tasmiri Tasmin Laboni

Institute of Education and Research

University of Dhaka

Part 1: Demographic Information

1. Name of teacher: _____ Mobile no. _____
2. Sex: Male female
3. Name of school with address:.....
4. Location of school: Urban Rural
5. Category of school: Formal Non-formal
6. Number of shift: One (1) Two (2)
7. Total Number of students.....Boys Girls.....
8. Designation: Head Teacher Assistant Teacher
9. Age (as of December 31, 2013): Year----- Month-----
10. Marital status: Married Unmarried Others
11. Educational qualification (last degree/ certificate obtained):
.....
12. Training received: C-in-Ed B. Ed M. Ed DPED others (One teacher may have different trainings; s/he is requested to mention all)
13. Number of family members dependent on you:.....
14. Teaching experience (as of December 3, 2013): Year----- Month-----

part 2: Teachers job satisfaction questionnaire

The respondent is requested to check the following statements on a 5 point scale putting tick (✓) mark on the appropriate value of the options. The alternatives for the 5 points are: Strongly Agree (5), Agree (4), Undecided (3) Disagree (2), and Strongly Disagree (1).

Serial no.	Statement	5	4	3	2	1
01.	The salary I get from teaching in the school is satisfactory					
02	I feel that my teaching job is no more interesting than other job I could get					
03	There is a need to improve relationship between teachers and community					
04	It is essential to build awareness of parents about education of their children					
05	My salary does support my family expenditure very little					
06	My school enjoys physical facilities better than any other primary school known to me					
07	I dislike my job since there is a little scope of providing individual leadership					
08	I feel unhappy to attending training program frequently					
09	I feel encourage if the students participate in the classroom discursion					
10	The terms and conditions of my job is satisfactory					
11	In my school there is an opportunity of team work					
12	I am satisfied with the behavior of the community					
13	There is a scarcity of safe water in my school					
14	In my school teachers have opportunity to involve in decision making process					
15	Teachers' job security is needed to be improved					
16	In my school teachers can't come into a common agreement to observe national days					
17	The social recognition I have in my job is what it should be					
18	Our school environment is neat and clean					
19	School management does not like that I implement decision which I should be					
20	I find real enjoyment in my work					
21	I feel that my school timing (starting to ending) is fairly appropriate					
22	The society does not feel that I am doing a prestigious job					

23	Sanitation facility of the school needs improvement					
24	Availability of teaching materials/aids in my school is satisfactory					
25	I consider my job rather unpleasant					
26	I feel boar to be present in the school for a long time daily					
27	Community encourages students to attend schools regularly					
28	Teachers are happy with the behavior of SMC/CMC members					
29	I am not satisfied with the quality of teaching materials/aids of my school					
30	I can get the leave according to leave rules					
31	Each day of work in school seems like it will never end					
32	Community does not feel that reducing drop-out is also their responsibility					
33	SMC/CMC members need to provide proactive behavior/ leadership					
34	I find real enjoyment in training if it is for teachers development					
35	I have little opportunity to enjoy leave due to non-academic work					
36	I enjoy my work load in school more than my leisure time					
37	In my school parents extend allover cooperation to teachers for education					
38	In my school teachers have opportunity to provide leadership in different activities					
39	My job is uninteresting because of weak students					
40	Most days I am enthusiastic about my work in school					

Part 1: Demographic Information

- ১.১ নাম : ১.১.১মোবাইল নাম্বার.
- ১.২ সেক্স: ১.২.১ পুরুষ ১.২.২ মহিলা
- ১.৩ বিদ্যালয়ের নাম; ১.৩.১ ঠিকানা:
- ১.৪ বিদ্যালয়ের অবস্থান : ১.৪.১ শহর ১.৪.২ গ্রাম
- ১.৫ বিদ্যালয়ের ধরন: ১.৫.১ আনুষ্ঠানিক ১.৫.২ উপানুষ্ঠানিক
- ১.৬ শিফট সংখ্যা: ১.৬.১ এক (১) ১.৬.২ দুই (২)
- ১.৭ মোট শিক্ষার্থী সংখ্যা ১.৭.১ বালক ১.৭.২ বালিকা.....
- ১.৮ পদবী: ১.৮.১ প্রধান শিক্ষক ১.৮.২ সহকারি শিক্ষক
- ১.৯ বয়স (৩১ ডিসেম্বর ২০১৩ পর্যন্ত): বছর----- মাস ----- দিন-----
- ১.১০ বৈবাহিক অবস্থা : ১.১০.১ বিবাহিত ১.১০.২ অবিবাহিত ১.১০.৩ অন্যান্য
- ১.১১ শিক্ষাগত যোগ্যতা (সর্বশেষ ডিগ্রী/ সার্টিফিকেট) : .
- ১.১১ প্রশিক্ষণ: ১.১১.১ সি-ইন-এড ১.১১.২ বি.এড ১.১১.৩ এম.এড ১.১১.৪ ডিপিএড ১.১১.৫ অন্যান্য
- ১.১২ নির্ভরশীল পরিবারের সদস্য সংখ্যা:
- ১.১৩ আপনার আয়ের ওপর নির্ভরশীল পরিবারের সদস্য সংখ্যা:
- ১.১৪ শিক্ষকতায় অভিজ্ঞতা (৩১ ডিসেম্বর ২০১৩ পর্যন্ত): বছর----- মাস ----- দিন-----

Part 2: Teachers job satisfaction questionnaire

সম্মানিত উত্তর দাতাকে প্রতিটি উক্তির বিপরীতে দেওয়া পাঁচমাত্রার যে কোন একটিতে (যা তাঁর বিবেচনায় প্রযোজ্য বলে মনে হয়) টিক (√) চিহ্ন দেয়ার অনুরোধ করছি । পাঁচটি বিকল্প উত্তর হলো : (৫) সম্পূর্ণরূপে একমত, (৪) একমত, (৩) নিরপেক্ষ, (২) একমত নই, (১) একেবারেই একমত নই ।

Serial no.	Statement	৫	৪	৩	২	১
০১.	প্রাথমিক স্কুলের শিক্ষকতা কাজের জন্য আমি যে বেতন পাই তাতে আমি সন্তুষ্ট					
০২	আমার মনে হয় আমি যদি অন্য চাকুরি করতাম সেটা আমার জন্য বেশি আনন্দদায়ক হতো					
০৩	শিক্ষক ও সমাজের মানুষের মধ্যে সম্পর্ক উন্নয়নের প্রয়োজনীয়তা রয়েছে					
০৪	শিশুদের শিক্ষা সম্পর্কে তাদের পিতামাতা/অভিভাবকের সচেতনতা বৃদ্ধি করা প্রয়োজন					
০৫	আমার বেতন খুব সামান্যই আমার পারিবারিক ব্যয় মিটাতে সহায়তা করে					
০৬	আমার জানা মতে অন্য যেকোন প্রাইমারি স্কুলের তুলনায় আমার স্কুল বেশি ভৌত সুবিধা ভোগ করছে					
০৭	আমি আমার চাকুরিটাকে অপছন্দ করি কেননা এখানে ব্যক্তিগত নেতৃত্ব প্রদানের সুযোগ কম					
০৮	আমি পুন:পুন: প্রশিক্ষণ কার্যক্রমে অংশগ্রহণ করতে পছন্দ করিনা					
০৯	শিক্ষার্থীরা শ্রেণিকক্ষ আলোচনায় অংশগ্রহণ করলে আমি পাঠদানে উৎসাহ বোধ করি					
১০	আমার চাকুরির শর্তাবলি আমার কাছে সন্তোষজনক					
১১	আমার স্কুলে দলগতভাবে কাজ করার সুযোগ রয়েছে					
১২	আমি স্কুলের কাছাকাছি বসবাসরত মানুষের (লোকসমাজ) ব্যবহাওে সন্তুষ্ট					
১৩	আমার বিদ্যালয়ে নিরাপদ পানীয়জলের স্বল্পতা রয়েছে					
১৪	আমার স্কুলে শিক্ষকদের সিদ্ধান্ত গ্রহণ প্রক্রিয়ায় অংশগ্রহণের সুযোগ রয়েছে					
১৫	শিক্ষকদের চাকুরির নিরাপত্তা ব্যবস্থা আরো উন্নত করা প্রয়োজন					
১৬	আমার স্কুলের শিক্ষকগণ বিভিন্ন অনুষ্ঠান উদযাপনের ক্ষেত্রে মতৈক্যে পৌঁছতে পারেননা					
১৭	আমার চাকুরিতে যে সামাজিক স্বীকৃতি পাওয়া উচিত তাই পাচ্ছি					
১৮	আমার স্কুলের পরিবেশ পরিষ্কার পরিচ্ছন্ন					
১৯	স্কুল ব্যবস্থাপনা কমিটি চায়না যে, যেসব সিদ্ধান্ত আমার বাস্তবায়ন করার কথা,সেসব সিদ্ধান্ত আমি বাস্তবায়ন করি					
২০	আমি আমার কাজে প্রকৃত আনন্দ উপভোগ করি					
২১	আমি মনে করি যে আমার স্কুলের সময়সূচী (শুরু ও শেষ) সম্পূর্ণ যথার্থ					

২২	যে সমাজে বাস করি সে সমাজের মানুষ মনে করেনা যে, আমি একটা সম্মানজনক চাকুরি করি					
২৩	আমার স্কুলের পয়ো:নিষকাশন ব্যবস্থা আরও উন্নত করা প্রয়োজন					
২৪	আমার স্কুলের শিখন সামগ্রী /শিক্ষাপকরণের প্রাপ্যতা সন্তোষজনক					
২৫	আমার চাকুরিটা আমার কাছে বরং বিরক্তিকর					
২৬	প্রতিদিন দীর্ঘ সময় ধরে স্কুলে উপস্থিত থাকতে আমি অবসাদ বোধ করি					
২৭	সমাজের মানুষ ছাত্রছাত্রীদের নিয়মিত উপস্থিত হওয়ার জন্য উৎসাহিত করেন					
২৮	শিক্ষকগণ এস.এম.সি/সি.এম.সি সদস্যদের অচরণে সন্তুষ্ট					
২৯	আমার স্কুলের শিখনসামগ্রী /শিক্ষাপকরণের গুণগত মানে আমি সন্তুষ্ট নই					
৩০	ছুটিবিধি অনুসাে আমি ছুটি পেয়ে থাকি					
৩১	স্কুলের প্রতিদিনের কাজকে এমন মনে হয় যে এটি কখনো শেষ হবেনা					
৩২	সমাজের লোকেরাএটা মনে করেনা যে, শিক্ষার্থীদের ঝরে পড়া রোধ করার ক্ষেত্রে তাদেরও দায়িত্ব রয়েছে					
৩৩	এস.এম.সি/সি.এম.সি- এর সদস্যগণকে স্কুলের কার্যসম্পাদনের অনুকূল আচরণ প্রদর্শন/নেতৃত্ব প্রদান করা প্রয়োজন					
৩৪	আমি প্রশিক্ষণে যথার্থ আনন্দ উপভোগ করি যদি ঐ প্রশিক্ষণটি শিক্ষকদের পেশাগত উন্নয়নের জন্য অনুষ্ঠিত হয়					
৩৫	শিক্ষা-বর্হিত্ত কার্যক্রমে অংশগ্রহনের জন্য আমার ছুটি উপভোগের সুযোগ নাই বললেই চলে					
৩৬	আমি অবসর থাকার তুলনায় স্কুলের কাজের চাপ বেশি উপভোগ করি					
৩৭	আমার স্কুলের শিক্ষার্থীদের পিতামাতা/ অভিভাবকগণ শিক্ষারজন্য সর্বাত্রিক সহযোগিতা প্রদান করেন					
৩৮	আমার স্কুলের শিক্ষকদের বিভিন্ন কার্যক্রমে নেতৃত্ব প্রদানের সুযোগ রয়েছে					
৩৯	দুর্বল শিক্ষার্থীদেও কারনে আমার শিক্ষকতা চাকুরিটা নিরানন্দ হয়ে ওঠে					
৪০	প্রায় প্রতিদিনই আমি স্কুলে অত্যান্ত আগ্রহ নিয়ে কাজ করি					

**Job Satisfaction of Teachers of Formal and Non-Formal Primary Schools: An Impact
Study on Students' Achievements
Students' Academic Achievement Profile**

To get a clear understanding on the students' academic achievement an individual school profile will be prepared on the basis of marks obtained by the students on Bangla, English and Mathematics in the second terminal examination. Minimum of 06 (six) students will be selected from each of grade 3 and 4 who appeared in the said examination through simple random sampling process. The researcher/enumerator will visit each school and will collect the school records from the school teacher/ authority and will post the individual subject marks obtained by the sampled students in the following data sheet.

Name of School: Address.....

Class: iii /iv (Formal &Non-Formal)

Serial no.	Class Roll	Marks Bangla	Marks English	Marks in Math	Total marks	Average marks	Grade
01							
02							
03							
04							
05							
06							
Total							

Appendix 3

Values for the statements according to Brayfield-Rothe scale

Scoring: Strongly Agree (SA) =5, Agree(A)=4, Undecided (UD)=3, Disagree(D)=2, Strongly Disagree(SD)=1. Items with an asterisk are reverse score; that is SA=1, A=2 UD=3 D=4, SD=5.

Serial no.	Statement	Values				
		5	4	3	2	1
01.	The salary I get from teaching in the school is satisfactory	5	4	3	2	1
* 02	I feel that my teaching job is no more interesting than other job I could get	1	2	3	4	5
*03	There is a need to improve relationship between teachers and community	1	2	3	4	5
*04	It is essential to build awareness of parents about education of their children	1	2	3	4	5
*05	My salary does support my family expenditure very little	1	2	3	4	5
06	My school enjoys physical facilities better than any other primary school known to me	5	4	3	2	1
*07	I dislike my job since there is a little scope of providing individual leadership	1	2	3	4	5
*08	I feel unhappy to attending training program frequently	1	2	3	4	5
09	I feel encourage if the students participate in the classroom discursion	5	4	3	2	1
10	The terms and conditions of my job is satisfactory	5	4	3	2	1
11	In my school there is an opportunity of team work	5	4	3	2	1
12	I am satisfied with the behavior of the community	5	4	3	2	1
*13	There is a scarcity of safe water in my school	1	2	3	4	5
14	In my school teachers have opportunity to involve in decision making process	5	4	3	2	1
*15	Teachers' job security is needed to be improved	1	2	3	4	5
*16	In my school teachers can't come into a common agreement to observe	1	2	3	4	5
17	The social recognition I have in my job is what it should be	5	4	3	2	1
18	Our school environment is neat and clean	5	4	3	2	1
*19	School management does not like that I implement decision which I should be	1	2	3	4	5
20	I find real enjoyment in my work	5	4	3	2	1

21	I feel that my school timing (starting to ending) is fairly appropriate	5	4	3	2	1
*22	The society does not feel that I am doing a prestigious job	1	2	3	4	5
*23	Sanitation facility of the school needs improvement	1	2	3	4	5
24	Availability of teaching materials/aids in my school is satisfactory	5	4	3	2	1
*25	I consider my job rather unpleasant	1	2	3	4	5
*26	I feel boar to be present in the school for a long time daily	1	2	3	4	5
27	Community encourages students to attend schools regularly	5	4	3	2	1
28	Teachers are happy with the behavior of SMC/CMC members	5	4	3	2	1
*29	I am not satisfied with the quality of teaching materials/aids of my school	1	2	3	4	5
30	I can get the leave according to leave rules	5	4	3	2	1
*31	Each day of work in school seems like it will never end	1	2	3	4	5
*32	Community does not feel that reducing drop-out is also their responsibility	1	2	3	4	5
*33	SMC/CMC members need to provide proactive behavior/ leadership	1	2	3	4	5
34	I find real enjoyment in training if it is for teachers development	5	4	3	2	1
*35	I have little opportunity to enjoy leave due to non- academic work	1	2	3	4	5
36	I enjoy my work load in school more than my leisure time	5	4	3	2	1
37	In my school parents extend allover cooperation to teachers for education	5	4	3	2	1
38	In my school teachers have opportunity to provide leadership in different activities	5	4	3	2	1
*39	My job is uninteresting because of weak students	1	2	3	4	5
40	Most days I am enthusiastic about my work in school	5	4	3	2	1

* indicates negative item

Appendix-4

Jobsatisfaction scales

Short Brayfield & Rothe (1951)

By Judge, Locke, Durham, & Kluger (1998, JAP, p.23):

We measured overall job satisfaction with five items taken from the Brayfield- Rothe (1951) measure of job satisfaction. These five items were :

1. I feel fairly well satisfied with my present job
2. Most days I am enthusiastic about my work
3. Each day of work seems like it will never end (R)
4. I find real enjoyment in my work
5. I consider my job rather unpleasant (R)

In order to ensure that this five-item measure was reliable, we gave it to an independent sample of 222 university employees. The reliability of the five-item scale in this sample was .88.

the response scale ranged from 0 (strongly disagree) to 10 (strongly agree) [...] we averaged scores for the five items to produce a single score for overall job satisfaction.

Full Brayfield & Rothe (1951)

"An index of job satisfaction. | An index of job satisfaction" (1951, JAP)

From 1 - strongly agree to 5 - strongly disagree

Some jobs are more interesting and satisfying than others. We want to know how people feel about different jobs. This blank contains eighteen statements about jobs. You are to cross out the phrase below each statement which best describes how you feel about your present job. There is no right or wrong answers. We should like your honest opinion on each one of the statements.

1. There are some conditions concerning my job that could be improved (R)
2. My job is like a hobby to me
3. My job is usually interesting enough to keep me from getting bored
4. It seems that my friends are more interested in their jobs (R)
5. I consider my job rather unpleasant (R)
6. I enjoy my work more than my leisure time
7. I am often bored with my job (R)
8. I feel fairly well satisfied with my present job
9. Most of the time I have to force myself to go to work (R)
10. I am satisfied with my job for the time being
11. I feel that my job is no more interesting than others I could get (R)
12. I definitely dislike my work (R)
13. I feel that I am happier in my work than most other people
14. Most days I am enthusiastic about my work
15. Each day of work seems like it will never end (R)
16. I like my job better than the average worker does
17. My job is pretty uninteresting (R)
18. I find real enjoyment in my work
19. I am disappointed that I ever took this job (R)

Appendix -5 Letter from Supervisor

To whom it may concern

Dear Sir,

I have the pleasure to introduce Tasmiri Tasmin Laboni an M. Phil student of the Institute of Education & Research (IER), University of Dhaka. She has been working on the research entitled “Job Satisfaction of Teachers of Formal and Non-Formal Primary Schools: An Impact Study on Students’ Achievements” for the partial fulfillment to her M. Phil degree from this university.

She will collect data relevant to her study from the Govt. primary schools and non-formal (AS) primary schools of Bangladesh. Your information will be used collectively for the research purpose only. So, feel free to provide her required information. Your valuable efforts will help her to complete her study smoothly within the stipulated time. No financial support is required from your institution/ organization/ office for this purpose.

It would be highly appreciated if you kindly extend all possible co-operation and support to the researcher by providing information to be collected through different process. I would remain grateful for your kind co-operation and help.

Thanking you,

With regards

Yours sincerely

Dr. Md. Azharul Islam

Professor and Supervisor

Institute of Education and Research

University of Dhaka

Mobile no. 01556312203

Appendix -6Table: **Gender** differences of formal and non-formal school teachers and their job satisfaction (**Represents figure 3**)

Gender	Formal school				Non formal school			
	Satisfaction	MS	DS	Total	Satisfaction	MS	DS	Total
Male	07(11.86)	48(81.36)	4(06.78)	59(100)	03(37.50)	05(62.50)	00	08(100)
Female	08(09.88)	71(87.65)	2(02.47)	81(100)	05(14.71)	29(85.29)	00	34(100)
Total	15(10.71)	119(85.00)	6(04.29)	140(100)	08(19.05)	34(80.95)	00	42(100)

Table: **Marital status** and Job Satisfaction of the teachers (**Represents figures 4 & 5**)

Marital status	Formal school				Non formal school			
	Satisfaction	MS	DS	Total	Satisfaction	MS	DS	Total
Married	13(10.48)	109(87.90)	02(01.62)	124(100)	06(02.00)	24(98.00)	00	30(100)
Unmarried	02(13.33)	09(60.00)	04(26.67)	15(100)	02(16.67)	10(83.33)	00	12(100)
Others	00	01(100)	00	1(100)	00	00	00	00
Total	15(10.71)	119(85.00)	06(04.29)	140(100)	08(19.05)	34(80.95)	00	42(100)

Table: **Educational Qualification** and Job Satisfaction of the teachers (**Represents figures 6 & 7**)

Educational Qualification	Formal school				Non formal school			
	Satisfaction	MS	DS	Total	Satisfaction	MS	DS	Total
SSC &HSC	06 (16.67)	30(83.33)	00	36(100)	07(17.95)	32(82.05)	00	39(100)
Graduate	05 (07.93)	56(88.89)	02(03.17)	63(100)	01(33.33)	02(66.37)	00	03(100)
Masters	04 (09.76)	33(80.48)	04(09.76)	41(100)	00	00	00	00
Total	15(10.71)	119(85.00)	06(04.29)	140(100)	08(19.05)	34(80.95)	00	42(100)

Table: Job satisfaction **level** of formal and non-formal primary schools(**Represents figures 8 & 9**)

School category	Level of job satisfaction					Total
	HS	Satisfactory	MS	Dissatisfactory	HD	
Formal	00	04(09.52)	37(88.09)	01(02.39)	00	42(100)
Non-formal	00	02(04.76)	40(95.24)	00	00	42(100)