

Job Satisfaction of Public Primary School Teachers in Bangladesh: A Case Study in Sherpur District

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Abstract: *This study aims at investigating the level of job satisfaction among the public primary school teachers of Bangladesh based on teachers' sex, marital status, academic discipline, academic result and experience. Data have been collected randomly from 96 teachers of Sherpur District through a structured questionnaire. Among the respondents 63% is female while 37% is male. Data have been analysed by using SPSS 11.5 version. This research has revealed that the teachers who are female, the teachers who are married, the teachers who have academic result up to moderate, the teachers whose academic discipline is humanities, and also the teachers whose experience is more than five years are satisfied with their job in the domain of public primary schools in Bangladesh. In addition, it has been found that the purchasing power of public primary school teachers' is lowering slowly but surely, and now socio-economically they are in a deplorable situation compared to the previous years.*

1.0 Introduction

Job satisfaction among the employees in every organization is a very important issue as it is positively related to its goal achievement. Job satisfaction is a set of favorable or unfavorable feeling and emotions with which employees view their work and the supervisors need to be alert about employees' job satisfaction level (Newstrom, 2007). Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences." In most studies job satisfaction is described as how people feel about their jobs and its different aspects. Job satisfaction is

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collection of feelings that an individual holds toward his or her job (Robbins and Sanghi, 2006; Rahman, 2008). Mobey and Lockey (1970) expressed as an opinion that "Job satisfaction and dissatisfaction are function of the perceived relationship between what one expects and obtains from one's job and how much importance or value one attributes to it." The Harvard Professional Group (1998) sees job satisfaction as the keying radiant that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfillment. Bullock (1952) defined job satisfaction as an attitude, which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. The significance of primary school teachers' job satisfaction should not be belittled in any way.

A nation's institutional education commences from primary school success of which depends on its teachers' level of job satisfaction. The quality as well as quantity of the productivity of a satisfied teacher is much better than that of a dissatisfied one. Consequently, for the betterment of the primary education of the country, job satisfaction must be ensured.

2.0 Survey of Related Literature

Recently Syed *et al.* (2012) conducted a research on 'Job Satisfaction of Faculty Members of Universities in Pakistan' and revealed that in teaching profession, satisfied teachers are important predictor students, educational institutes as well as the whole nation. Ali *et al.* (2011) uncovered that satisfaction or dissatisfaction among the employees in the job causes success or failure of any system or organization. This study also exposed that quality education and human development is only possible if the people involved in the system are satisfied with their work. Haque and Taher (2008) examined the ability of different core job characteristics to influence the levels of job satisfaction in terms of gender, marital status, and age in context to Bangladesh. Sarker and Uddin (2007) found that teachers' age and job experience do not have any significant influence on job satisfaction though gender disparities were profound among their responses. Rahman *et al.* (2006) revealed that there is a significant difference between public and private university teachers regarding job satisfaction on different factors. Nawaz and Rahman (2005) 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 benefit, job status, open communication, overtime, working hours for their overall job satisfaction. Islam and Hasan (2005) found that job satisfaction is related to the extrinsic factors such as working hours, fringe benefits, job security, recognition for challenging work, salary, good relations with colleagues, job status, working conditions, participation in decision making, office management and open communication. Job satisfaction of teachers is too important because their attitude

towards job affect the learning process of the students (Bavendam, 2000). Job satisfaction is said to be lower among elementary school teachers who teach relatively larger groups or classes from different cultural backgrounds (Cranny *et al.*, 1992). Mhozya (2007) explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the salary as compared with the workload. Pearson and Seiler (1983) disclosed that academicians were satisfied with their working environment but dissatisfied with compensation. Perie and Baker (1997) reported a non-significant relationship between salary and benefits of primary school teachers' job satisfaction in the United States. Sargent and Hannum (2003) found that salaries and incentives did not have a significant effect on primary school teachers' job satisfaction in China. Mahmood (2004) conducted research on secondary school teachers and found female teachers were significantly more satisfied than male secondary school teachers. Ali *et al.* (2012) revealed that female faculty members are more satisfied compare with male faculty members. Female teachers have higher job satisfaction than male teachers (Ma and MacMillan, 1999; Michaelowa, 2002). In contrast, female teachers were less satisfied with their jobs than male teachers (Bishay, 1996; Mwamwenda, 1997). However, the study of Gosnell (2000), Sargent & Hannum(2003) found no relationship between gender and teachers' job satisfaction. Bishay's (1996) study showed that length of service correlated positively with teachers' job satisfaction. However, Gosnell (2000) reported a negative relationship between length of service and teachers' job satisfaction. Poppleton and Risborough (1991) suggested that those with less than five years of service are the most satisfied while those who have been teaching for between 15 and 20 years are the least satisfied. A significant negative relationship found between teachers' academic attainments and teachers' job satisfaction (Dabo, 1998; Gosnell, 2000; Michaelowa, 2002; Sargent and Hannum, 2003). Results of these studies have indicated that better qualified teachers tended to be less satisfied than less qualified teachers were. Contrary to these studies, Avery (1998) found that academic attainments have no significant impact on teachers' job satisfaction. A number of studies exposed that married employees are more satisfied with their jobs than are their unmarried coworkers (Austrom *et al.*, 1988; Watson, 1981; Federico *et al.*, 1977; Garrison and Muchinsky, 1976).

3.0 Objectives of the Study

The study attempts to achieve the following objectives:

- To understand the level of job satisfaction among the public primary school teachers of Bangladesh.
- To explore the relationship of teachers' socio-economic, demographic, and educational status with the level of job satisfaction.

- To verify whether the compensation packages are adjusted with the price level.

4.0 Hypotheses of the Study

This study is paying attention to test the hypotheses that there is no difference in the level of job satisfaction due to teachers' demographic, educational status and length of service.

5.0 Rationale of the Study

The highlighted topic is a very serious issue due to the importance of primary education, which is the foundation stage of the whole pyramid of education system in the world. Thus, the role played by primary school teachers in shaping the future generation in any country is immense. Historically, the high quality teachers and education in any country of the world have been a very essential part of different civilizations. So, the level of satisfaction of teachers towards their job is very important to study. A better performance from a teacher can only be expected if they are contented with their job. It is highly understandable that a poor compensation package will only encourage rather less qualified teachers into this profession and as a result of which the prospect of a well-educated future generation will be hampered. Now-a-days, the public primary school teachers in Bangladesh have been undergoing various problems. Job dissatisfaction of the teachers is one of them. From the independence of Bangladesh to till now, probably no study has been conducted in this area. As a maiden study, it has got enormous significance. Top management and policy formulators will have ideas relating to various aspects of job satisfaction of the public primary school teachers. Findings of this study will help them to take appropriate measures to enhance the overall job satisfaction levels of the public primary school teachers in Bangladesh.

6.0 Methodology

6.1 Sampling

In the given study population size $N = 1801$, as the total number of public primary school teachers in Sherpur district is 1801 of which male teachers, $N_1 = 671$ (i.e., 37.26%) and female teachers, $N_2 = 1130$ (i.e., 62.74%) [Source: District Primary Education Office, Sherpur; 16 September 2012]. Thus, the desired sample size 'n' would be $n = \frac{pqz^2}{D^2} = 96$; where, n = size of the sample; p = estimated proportion of successes, here it is 50% i.e., 0.5; $q = 1 - p$, or estimated proportion of failures, i.e., $1 - 0.5 = 0.5$; z = standard normal deviate, usually set at 1.96 corresponds to 95% confidence limit; D = levels of precision, here it is 0.1. For this research study a sample of 96 teachers is taken randomly where the number of teachers in each strata based on gender are proportionately

allocated. Employing the formula, $n_h = \frac{n}{N} \times N_h$; ($h = 1, 2$), the determined number of male teachers is 36 and the number of female teachers is 60.

6.2 Data Collection Method

The research data have been collected from both primary and secondary sources. Primary data have been collected through a structured questionnaire from Sherpur District. The sections of the questionnaire were personal information of the respondents, Job Satisfaction Scale –by *Brayfield-Rothe, 1951* and open-ended questionnaire. Reliability of the scales has been assessed by using test-retest reliability approach and validity has been assessed by examining content (face) validity. The secondary data have been collected through desk study which covered research articles, research monographs, textbooks and various published and unpublished materials on the subject.

7.0 Findings and Discussion

The research data have been analyzed through computer using SPSS developed by *Nie et al., (1975)* version 11.5. Among the teachers, 68.8 per cent are married. 50 per cent of total male teachers and 80 per cent of total female teachers are married. Teachers' academic qualifications and disciplines are shown in the following figures.

Figure -1: Sex and Category Wise Academic Qualification

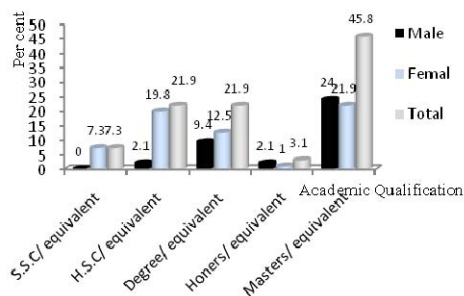
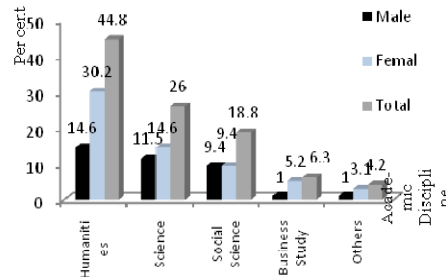


Figure -2: Academic Discipline and Sex Wise Distribution



Among the respondents, 30 per cent teachers' average academic result is up to moderate that is not more than second division. Average experience is 6.18 years and 65 per cent teachers have taken training from P.T.I.

Before conducting the *t*-test, '*Levene's Test for Equality of Variances*' is performed to justify the homogeneity of variances of the comparing two groups as the sample size of

all groups is not equal. The following table is the summary of tests of the related hypotheses.

Table 1: Statistical analysis of tests

Average Job Satisfaction		Mean Differen ce	Levene’s Test for Equality of Variances		t-test for equality of means		
Based on Sex			F	Sig.	t	df	Sig.(2- tailed)
Male (53.4)	Female (69.3)	15.9*	2.33	0.13	-6.11	94	.000
Based on Marital Status		10.8*	.848	.359	3.579	94	.001
Married (66.7)	Unmarried (55.9)						
Based on Academic Discipline		8.1*	4.29	.041	2.932	93.3 9	.004
Humanities (67.8)	Other than Humanities (59.7)						
Based on Academic Result		11.9*	3.460	.066	4.477	74.1 1	.000
Up to Moderate (71.5)	Higher than Moderate(59.6)						
Based on Experience		8.8*	.000	.996	- 2.913	94	.004
Up to 5 years (60.3)	More than 5 years (69.1)						

‘*’ denotes the mean difference is highly significance at 1% level.

The above table shows the average level of job satisfaction of the teachers who are female, the teachers who are married, the teachers who have academic result up to

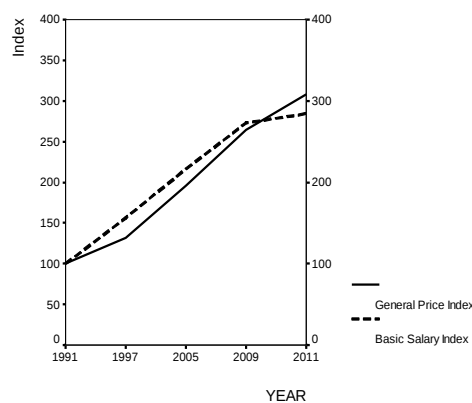
moderate, the teachers whose academic discipline is humanities, and also the teachers whose experience is more than five years is significantly higher.

8.0 Trend of Basic Compensation Package and Price Level

To reveal the changing trend of basic salary and price level, the following lines have been derived from the data of the year 1991 to 2011. In the year 1991 we have assumed that both salary index and general price index are equal to hundred. Salary index is calculated for the following years based on various national pay scales (www.btcl.gov.bd) and general price index is calculated based on general price inflation (BER 2001 and 2012). From the year, 2010-2011 salary is calculated considering the public primary school teachers' yearly increment Tk. 265 as per the national pay scale 2009.

The derived lines show that over the years the increasing trend of basic salary index is less than the increasing trend of general price index, which means the purchasing power of public primary school teachers is lowering gradually. As in the year 2010, general price index crossed the basic salary index, the teachers are now in a difficult situation comparing to the previous years.

Figure 3: Trend of Basic Compensation Package Index



Source: Authors' own derivation

The job related problems as perceived by the male teachers are poor salary and other allowances (40.00%), administration is not cooperative (10.91%), long distance of school from home (9.09%), lack of teacher (7.26%), discrimination of qualification (5.44%), working hour is high (3.64%), the job is not attractive (3.64%), political influence (3.64%), colleagues are not co-operative (1.82%), lack of consciousness among the guardian (1.82%), number of students in a class is high (1.82%), lack of promotion facility (1.82%), difficulties of transfer (1.82%), lack of social status (1.82%), syllabus is not up to date (1.82%), survey related work (1.82%), problem creation by SMC (1.82%). On the other hand the job related problems as perceived by the female teachers (Table-3, Appendix) are long distance of school from home (22.78%), poor salary and other

allowances (21.52%), working hour is high (10.13%), colleagues are not co-operative (10.13%), lack of teacher (7.60%), lack of consciousness among the guardian (6.33%), number of students in a class is high (6.33%), administration is not cooperative (3.80%), lack of promotion facility (3.8%), difficulties of transfer (2.53%), lack of teaching instruments (2.53%), the job is not attractive (1.26%), discrimination of qualification (1.26%). It is mentionable that, poor salary and other allowances is the main problem of the male teachers where as long distance of school from home is the main problem of the female teachers.

9.0 Scope for Further Study

Due to the limitations of budget and time, data have been collected determining only 96 respondents as sample from one district out of sixty four. As few variables have been covered in the present study, to formulate an effective plan some comprehensive study should be conducted on to determine Flexible Working Hours (FWH); comparative job satisfaction of rural and urban areas; comparative job satisfaction of public and non-public primary schools teachers and other related soci-economic variables covering more representative sample.

10.0 Conclusion and Recommendations

This empirical study has taken in its purview the demographic variables, academic status, length of service and other related issues of the public primary school teachers in Bangladesh based on Sherpur District to measure comparative job satisfaction. As per the findings of this study, it can be concluded that job satisfaction of the public primary school teachers in Bangladesh significantly depends on teachers' sex, marital status, experience, academic discipline, academic qualification and result.

To increase job satisfaction of the public primary school teachers, the present study offers some recommendations. *Firstly*, the government should upgrade the compensation packages of the public primary school teachers' as their purchasing power is lowering gradually and now they are economically in a miserable situation comparing to the previous years. Government may provide them with special increment considering their academic qualification, academic result and academic discipline. *Secondly*, transfer system should be flexible, especially for the female teachers, so that the distance of school from home is minimised. *Thirdly*, government should take necessary steps against administrative harassments and unethical political interference. *Fourthly*, Government should introduce shifting duty as either only in morning or at day so that the teachers can deal the children effectively. *Finally*, ratio of the teachers and students should be rational in various classes.

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