

## Job Satisfaction of Secondary School Teachers: A Case Study on Chuadanga District

*Mohammad Jamal Uddin<sup>1</sup>*

*Md. Rashedul Islam<sup>2</sup>*

*Nil Kamal Saha<sup>3</sup>*

<sup>1</sup>Professor, Dept. of Business Administration, Bangladesh University, Mohammadpur, Dhaka 1207.

<sup>2</sup>BBA, MBA, Department of Accounting and Information Systems, Islamic University, Kushtia.

<sup>3</sup>Teacher, Department of Accounting and Information Systems, Paragram High School, Ashulia, Savar, Dhaka.

**Abstract:** Education is recognized as one of the most powerful aspects of human development and poverty reduction. There is a wise saying that “Education is the backbone of a nation”. Bangladesh government has taken various measures to educate its population in recognition of the potentials of education for its nation. Since 1971s, Bangladesh government has recognized education as one of the top priority areas. Job satisfactions of secondary school teachers mean teachers are satisfied or dissatisfied in the job as a teacher in the secondary school. For this purpose determine the satisfaction level. In this case researcher prepared a structured questionnaire. Through this questionnaire data are collected. In this collected data determine personal and job related factors. Calculating these determine the level of satisfaction and dissatisfaction level. Overall the most of the secondary school teachers are dissatisfied in their present job. Though the govt. secondary school teacher are satisfied with most of the factors but non-govt. secondary school teachers are dissatisfied with most of the factors.

**Keywords:** Secondary school teacher, Job satisfaction, Evaluation

### 1 Introduction

Around the globe it is an established fact that a person with a high level of job satisfaction has a positive attitude towards the job, while a person who is dissatisfied with the job has a negative attitude. When people speak of employee attitude, they usually are referring to job satisfaction (Stephen P. Robbins, Mary Coulter, 2004). Job satisfaction has been defined by Locke (1976), as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Edwin A. Locke’s Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. An early form of job satisfaction theory held that all elements of one’s work environment contributed in additive fashion to the total job satisfaction which one realized. Job satisfaction has been considered as a component of organizational commitment. (Kovach, 1977), Spector (1997) believes that job satisfaction “can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job”. There is some evidence in the literature that state moods are related to overall job satisfaction (Roberson L., 1989).

Positive and negative emotions were also found to be significantly related to overall job satisfaction (Fisher D., 2000).

The source of this job satisfaction not only arises from the job but also from the other factors like- work environment (both physical and social), relationship with supervisors & peers, corporate culture, managerial style. These factors have different impact on different people and in practical world it is an established fact that gender differences also influence the job satisfaction level. In academic institution, Clarke and Keating (1995) discovered that interaction with students was the most satisfying aspect for teachers, while lack of administrative support was the least satisfying aspect. Perkins (1991) also found that teachers are most satisfied with their co-workers and least satisfied with monetary aspects of teaching.

Secondary that has overall salary levels that are externally competitive are more likely to have faculty members that are more satisfied with their jobs and with their pay (Terpstra and Honoree, 2004). This was also confirmed by Faruqui International Business Research October, 2009 and Shoma, (2005) that the most dissatisfactory issues for faculty are salary structure and untimely payment, students' quality, and the prolonged working hours.

Recently in Bangladesh secondary schools are greatly contributing to the higher level education because it was felt by all that the existing secondary school are not enough to meet the growing demand of our students. They are providing national standard course curriculum, which helps the domestic students to study at their own home relatively at a lower cost. In these secondary school a large number of male/ female teacher are rendering their services that have national as well as higher degrees and also having high experiences. But if these teachers are not satisfied with their profession they will not be able to increase their performance and thus will not contribute to education sector of Bangladesh. Therefore, the focus of this study is to reveal the level of job satisfaction of secondary school teacher.

Bangladesh, as we know, being a third world country is trying to expand its secondary education programs. As a result of this effort, various types of schools, such as, govt. school, non-govt. school, Mpo and non -Mpo School and madrasa have been set up. Persons working in these school and madrasa are generally known as teacher. Teachers are the part and parcel of school and school cannot be run without their participation. In this type of study, the various features of secondary school teacher are examined, and are often an exploratory analysis is performed. However, teachers can never perform their duties appropriately until they have satisfied to do the teaching profession. So, this study analyzed the job satisfaction of secondary school teacher in chudanga district.

The most common way of measurement is the use of rating scales where teachers report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers (Wikipedia).

### ***1.1 Research question***

Whether the secondary school teachers are making the educated nation then they are satisfied or not in their job?

## 2 Literature Review

Abdullah, Uli and Parasuraman (2009), in their study on “Job satisfaction among secondary school teachers” in Malaysia implies that this paper provides empirical evidence on the differences in the job satisfaction among secondary school teachers in Sabah with respect to gender, service category, job title, tenure and place of origin. It also attempts to identify the work dimension factors that affect the job satisfaction of the teachers and to ascertain how these factors relate to the aforementioned teachers’ characteristics. A survey was conducted with the participation of 200 teachers. The teachers’ job satisfaction were determined by two separate measures namely overall and facet specific overall job satisfaction. The work dimension factors were clustered into six comprising pay, working conditions, co-workers, promotion, work itself and supervision. This study reveals that secondary school teachers in Tawau, Sabah were generally satisfied with their job; there is a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. However, there is no significant relationship between places of origin of teachers with job satisfaction. Based on the bivariate correlation tests, six work dimensions of teaching job are significantly related to teachers’ job satisfaction. In addition, there were significant differences between the six dimensions by gender and service category of teachers. Only co-workers dimension is not significantly different among teachers’ career stage and their tenure of service. There was no significant difference between all the work dimensions and teachers’ place of origin. Based on the findings of the study several recommendations are forwarded.

Absar, Azim, Balasundaram and Akhter (2008), they express their opinion on the study of “Impact of Human Resources Practices on Job Satisfaction: Evidence from Manufacturing Firms in Bangladesh”. The aim of this study is exploring the impact of HR practices on job satisfaction in the context of Bangladesh. A total of 60 responses from 20 manufacturing firms were collected and analyzed objectively. It was found that HR practices have significant association with job satisfaction (JS).

Ali Taskina (2009), in his study on “Job Satisfaction of Faculty Members in Private Universities: In Context of Bangladesh” express that, Job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management and organizational management. As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence. In this study the researchers investigated the present level of job satisfaction among the faculty members of private universities of tertiary level in Bangladesh. Based on a survey, it attempts to gain insights into the satisfaction levels from the perspective of the private university teachers. The study concluded with the facts that faculty members are overall satisfied with their present condition, except the factors like- training facilities, and some physical facilities and distribution of courses. Further it has been found that there is no significant difference between male and female faculty members regarding job satisfaction. As the job itself is not gender bias by nature so it does not play a crucial role for female faculty members while working under masculine culture. The researchers summed up with view that universities may give more attention to motivate and maintain these human resources to make them more contented and to make the most of their effort by ensuring overall excellence of organization.

Astrauskaite, Vaitkevicius and Perminas (2011), in their study on “Job Satisfaction Survey: A Confirmatory Factor Analysis Based on Secondary School Teachers’ Sample” they jointly expressed that despite a number

of studies in the field of job satisfaction, there are still some problematic areas left. A question, which still lacks explanation, is whether specific sample may be evaluated using instruments which were primarily developed based on a different type of a sample than the one under research. With regard to the problematic area, we generated the purpose for our research. The purpose of the present study is to examine Job Satisfaction Survey's (JSS) relevance for estimation of job satisfaction in teacher population. Results of the standard Confirmatory Factor Analysis of the teachers' sample did not support the existence of 9 facets, suggesting that some of the JSS's scales do not reflect teachers' job satisfaction. The best model in the present study was determined to be a three facet model, including promotion, supervision and nature of work. The obtained research results, limitations and recommendations are discussed.

Ayranci (2011) conducted a study on "A Study on the Factors of Job Satisfaction among Owners of Small and Medium- Sized Turkish Businesses." In her study she expressed that this study evaluates the job satisfaction of the owners of small and medium-sized businesses and aims to identify the factors that contribute to job satisfaction and the relationship between them. The author argues that one tool is not sufficient to identify certain factors related to job satisfaction; therefore, he combines some of the major instruments to measure the participants' job satisfaction. This study's results, which are based on data gathered from owners of small and medium-sized businesses in the Baskent Organize Industrial Zone (Turkey), suggest that job satisfaction depends on seven factors, two of which are thought to be unique to business owners. These two are the owner's competency in terms of duty, responsibilities and behaviors and the image of the business. It is also notable that all of the job satisfaction factors have strong and positive relationships, with the exception of two: job characteristics and the owner's suitability to owning a business.

Brayfield, (1955) were the first researchers who studied a vast amount of literature and concluded that there is no relationship between job satisfaction and performance. This has opposed the popular 'Human Relations View' which maintains that a satisfied worker is a more productive worker.

Cooper (1984) there was two-way interaction between occupational stress and job satisfaction. While feeling of stress at work might lead to job dissatisfaction, the degree of job satisfaction also might influence the perception of stress on the employee. It had been claim that the feeling of stress was least among the employees who are satisfied in their job.

Demato (2001) showed that demographic variables are often interrelated and not easy to isolate to determine their overall impact on job satisfaction. In her study, two demographic variables were found to be significant source of variance in overall job satisfaction, educational degree status and counselors intent to stay in their current position. "Dissatisfaction among U.S. Public School Teachers" This article discusses the relationship between the school environment and teacher dissatisfaction utilizing the 2007- 2008 School and Staffing Survey. The school environment is defined through a social-ecological perspective which takes into account the hierarchical nature 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 student 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 while remaining statistically significant.

Evans (1998), states that many recent theories of organizational behavior find it important for the field to re-emphasize behavior. Definitions of motivation abound. One thing these definitions have in common is the inclusion of words such as "desire", "want", "wishes", "aim", "goals", "needs", and "incentives".

Hossain, (1992) on job satisfaction of the secondary school teachers in Bangladesh, reported that public sector school teachers are more satisfied than the private sector school teachers. It was also indicated that job security is more important to the private sector school teachers than the public sector school teachers. Salary was considered as more important factor for job satisfaction by the public sector school teachers than the private sector school teachers. There were no significant influences of age and experience on the overall job satisfaction of the subjects. Public sector school teachers were more satisfied in respect of their job security, promotional opportunity, job status, working conditions and autonomy in work than the public sector school teachers. Private sector school teachers were more satisfied than the public sector school teachers in respect of salary and recognition for good work. The study further revealed that private sector school teachers were suffering from job insecurity, undue influence of managing committee, poor working condition, and undemocratic condition, lack of promotion, transfer and non-cooperation from the students than the former. The study clearly suggested that between the personal and organizational factors, the latter plays a more decisive role in producing job satisfaction among the subjects, which could easily be manipulated to increase job satisfaction and reduce dissatisfaction.

Hulin and Smith (1964), studied men and women, who were equal in education, pay and tenure, they were compared and sex differences in satisfaction, were revealed. Newby (1999) indicated that females were more satisfied than males. Lee, Mueller, and Miller (1981), found sex differences in job satisfaction, women were found more satisfied with compensation than men. Studies in school settings also showed no consist pattern of relationship. Many studies reported female teachers to be more satisfied than male teachers (Lortie, 1975); (Birmingham, 1984) while some studies showed that male teachers were more satisfied than female with professional autonomy (Galloway, 1985), still other studies reported no relationship between sex and teacher job satisfaction (Hoppock 1935).

- Job satisfaction (JS). It was also found that TND has the greatest impact on JS. Academicians, researchers, policy-makers, practitioners, students, local and foreign entrepreneurs of Bangladesh and other similar countries could benefit from this paper by exploring the association between HR practices and job satisfaction.

Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job. The present study was conducted to investigate the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Study was descriptive in nature and Minnesota satisfaction questionnaire was used to collect data. The data were collected from 785 teachers selected from all Public High schools (192) in one district .The findings were drawn after the descriptive and inferential analysis, Means, Standard Deviation and 't' test, was run to test the hypotheses. Generally teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers' job satisfaction. Moore Cara M. expresses his idea in "The Role of School Environment in Teacher Dissatisfaction among U.S. Public School Teachers" (2012) This article discusses the relationship between the school environment and teacher dissatisfaction utilizing the 2007- 2008 School and Staffing Survey. The school environment is defined

through a social-ecological perspective which takes into account the hierarchical nature 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 student 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 while remaining statistically significant.

Karami, and Mallick, (2005), wrote an article entitled “Job Satisfaction Level and the Impact of Education on Working Domain for the Industrial Workers in Milk Vita- an Application of EDA and PRE Oriented Techniques.” In this study, researchers examined the job satisfaction level and educational impact that are related to the different factors on working domain for the industrial workers in Milk Vita. To show this, they have applied the techniques of PRE and other measures of association. Researchers have found no relationship between monthly income and job satisfaction level of workers in Milk Vita, but a weak relationship between designation and job satisfaction has been revealed in the study. However, they have found a positive relationship between education and income of workers. Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Job satisfaction varies and researchers, for example Peretomode (1991) and Whawo (1993), have suggested that the higher the prestige of the job, the greater the job satisfaction.

Khan (1991) research shows unique contribution of gender differences and type of administrator variables was found to be significant in explaining some of variance produced on secondary school administrators' satisfaction with their work in Pakistan. According to WU Huei-Jane and You-I WU (2001) in terms of job satisfaction, the data indicates that higher level of satisfaction generally found in female teachers, homeroom teachers, teachers who assume directorship in schools, teachers with lower educational attainment, and the teachers with higher income. On the other hand work locality, ethnic origin, and marital status did not seem to effect on teachers' job significantly. Ali et al, (2004) in his gender based study found that female doctors showed significantly greater degree of satisfaction than male doctors.

Laura Allison (2008) expressed his opinion on the topic of “Job Satisfaction and Job Performance: Is the Relationship Spurious?” He implies that the link between job satisfaction and job performance is one of the most studied relationships in industrial/organizational psychology. meta-analysis (Judge, Thoresen, Bono, & Patton, 2001) has estimated the magnitude of this relationship to be  $\rho = .30$ . With many potential causal models that explain this correlation, one possibility is that the satisfaction-performance relationship is actually spurious, meaning that the correlation is due to common causes of both constructs. Drawing upon personality theory and the job characteristics model, this study presents a meta-analytic estimate of the population-level relationship between job satisfaction and job performance, controlling for commonly studied predictors of both. Common causes in this study include personality trait Conscientiousness, Extraversion, Agreeableness, and core self evaluations, along with cognitive ability and job complexity. Structural equation modeling of the meta-analytic correlation matrix suggests a residual correlation of .16 between job satisfaction and

performance—roughly half the magnitude of the zero-order correlation. Following the test of spuriousness, I then propose and find support for an integrated theoretical model in which job complexity and job satisfaction serve as mediators for the effects of personality and ability on work outcomes. Results from this iv model suggest that job complexity is negatively related to satisfaction and performance, once ability and personality are controlled. Contributions of this paper include estimating the extent to which the satisfaction-performance relationship is partly spurious, which is an advancement because the attitude-behavior link has not been estimated in light of personality and job characteristics. Another contribution is the integrated theoretical model, which illuminates mediators in some of the effects of personality and ability.

Lawler and Porter (1967) pointed a theoretical model which indicated that performance leads to reward which in turn leads to job satisfaction. Thus, they concluded that performance leads to satisfaction rather satisfaction than leads to performance which is against the assumption of ‘Human Relation’ view that a satisfied workers is a better performer.

Luddy nezaam (2005), in his study on “Job Satisfaction amongst Employees at a Public Health Institution in the Western Cape” expressed that Job satisfaction among public sector employees within South Africa, specifically the health environment is becoming an area of major concern as highlighted by recent research studies and media reports. An exodus of professional staff and a lack of resources have exacerbated the current problem impeding on effective and efficient service delivery. Literature validates that factors such as poor working conditions, staff shortages, below competitive salaries, a lack of promotional opportunities are some of the major factors contributing to employee dissatisfaction within the sector (Ellickson & Logsdon, 2002; Herman, 2005; Ting, 1997). As the ultimate goal in the health environment is service delivery, it is imperative that employees perform optimally and maintain acceptable levels of job satisfaction, hence, contributing to the vision and mission of providing better care and health to individuals (Department of Health Provincial Government: Western Cape’s annual report, 2003/2004). The primary objective of this study is to ascertain the levels of job satisfaction experienced amongst employees at a public health institution in the Western Cape region. For the purpose of this study a quantitative; non-probability convenience sampling design was used to assess job satisfaction. The sample group (N = 203) consisted of permanent and contract male and female staff members on salary levels 2 to 13, extending across the following occupational classes: Pharmacist, Pharmacist Assistant, Auxiliary Service Officer, Administrative Clerk, Director, Personnel Officer, Administrative Officer, State Accountant and Personnel Practitioner. A biographical questionnaire and the Job Descriptive Index questionnaire (JDI) were administered to gather the data. The JDI measures job satisfaction on five job facets, namely, pay, promotions, supervision, co-workers and the work itself. Descriptive and inferential statistics were used to analyze the data. Results indicate that employees at the public health institution in the Western Cape expressed satisfaction with their co-workers.

### **2.1 Objective of the Study**

The main objective of the study is to examine the job satisfaction level of the secondary school teachers in Bangladesh especially in Chuadanga district. The specific objectives are as follows:

- i. To evaluate the socio- economic background of the secondary school teachers in Bangladesh.
- ii. To determine the satisfaction level of personal and job related factors of secondary school teachers in Bangladesh.
- iii. To assess the various factors of job satisfaction of the respondents.

- iv. To measure the factors of the job satisfaction on performance of the secondary school teachers in Bangladesh.
- v. To identify the major causes of dissatisfaction of the respondents.
- vi. To formulate suggestions for policy implications.

### 3 Methodology of the study

The study is based on primary sources and also secondary sources of data or information. As such the study has reviewed different published articles, books, newspaper, and websites. However, exact references are mentioned in this article. The study will also relate with collecting information regarding present condition of job satisfaction of secondary school teacher especially the secondary school teacher in Chuadanga district. For collecting data I visited some website and collecting some article relating to job satisfaction of secondary school teacher in Bangladesh also in abroad countries. Researcher also visited the website of Ministry of Education of Bangladesh Govt. for collecting the necessary information. Moreover, the study also did a survey through preparing a constructive scaling, personal and job related questionnaire. For collecting data from the secondary school teacher; the study used random sampling technique.

The survey was conducted among 100 secondary school teacher in Chuadanga district. For collecting information my honorable supervisor advice me for selecting five school from each thana of Chuadanga district. I also perform this task for collecting primary data. For collecting secondary data I visited website job satisfaction, secondary education and secondary school teacher related information.

#### 3.1 Sample Size of the Study

The present study conducted on the secondary school teacher at the Chuadanga district in Bangladesh. There are 1000 secondary school teachers working and 150 secondary schools are situated in Chuadanga district. Out of the total 1000 secondary school teachers, only 100 secondary school teachers have been selected randomly for the study purpose. The sample teachers have been selected for this study from twenty (20) secondary schools in Chuadanga district.

#### 3.2 Sources of Data

Both primary and secondary data are used for the purpose of the study. The study is mainly based on primary data. The primary data have been collected through questionnaire and interview from the various secondary school teachers in the Chuadanga district. However, the data could not be collected from primary sources, would be collected through secondary sources. Different types of data and their sources are discussed under the following heads.

##### 3.2.1 Primary Source

The study is mainly carried on primary data. The primary data have been collected through personal interview with the secondary school teacher used by structured questionnaire. To collect the primary data the study used three sets of questionnaire, specially prepared in the light of the objectives of the study. The collected data



have been subsequently processed, tabulated and analyzed for the purpose of the study. The collected data have been processed, tabulated and analyzed in the logical manner. The research areas are four thana of Chuadanga district. From each thana five school are selected by considering easy access and familiarity. Five secondary school teachers have been selected from each school of the respective thana. Secondary school teacher has been selected randomly from each school, five teachers including head teacher also have been selected randomly from each school.

The primary sources included with

- ✍ Office of the district secondary education.
- ✍ Office of the selected secondary schools.
- ✍ Structured questionnaire including three types of factors.

### 3.2.2 *Secondary Sources*

The data could not be collected from primary sources have been obtained through secondary sources. The secondary sources include books, journals, annual report and unpublished research works. The secondary sources collected from the following sources

- ✍ Daily Newspapers.
- ✍ National Education Policy 2012.
- ✍ Memorandum, articles, reports and books relating to job satisfaction and secondary education.
- ✍ Review of available literature related to the study topic.

### 3.2.3 *Statistical tools*

The collected data have been analyzed by using various types of statistical tools. Before analyzing the data, all data are processed through computer and all data are converted into numerical codes. To analyze the general information of the respondents simply percentages are calculated to identify the desirable aspects of the job. The other statistical tools and techniques are mean, chi-square test, ratio analysis etc.

## 4 Analysis and findings

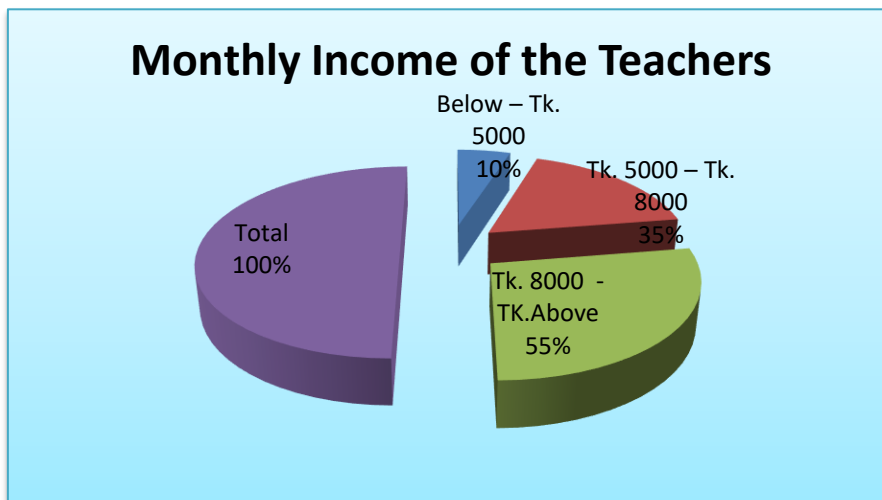
### 4.1 *Monthly Income of the Secondary School Teachers*

There has been a persistent controversy over the importance of income to job satisfaction or dissatisfaction. Herzberg et al. (1957) observed that income as the 7<sup>th</sup> important factor in terms of job satisfaction. But when the employees were asked to describes what made them satisfied or dissatisfied with their job, income was found to be the most frequent source of dissatisfaction and the 1<sup>st</sup> frequent source of satisfaction. Thus they concluded that salary is a potential dissatisfied rather than satisfier. Another study found that income is one of the least important causes of job satisfaction but it is the most important causes of job dissatisfaction in the developing countries like Bangladesh. In this study monthly income, number of teachers and percentage is shown in the following table:

**Table-1 Monthly Income of the Teachers**

Monthly Income	No. of the teachers	Percentage
Below – Tk. 5000	10	10%
Tk. 5000 – Tk. 8000	35	35%
Tk. 8000 - TK. Above	55	55%
Total	100	100%

Source: Field Survey

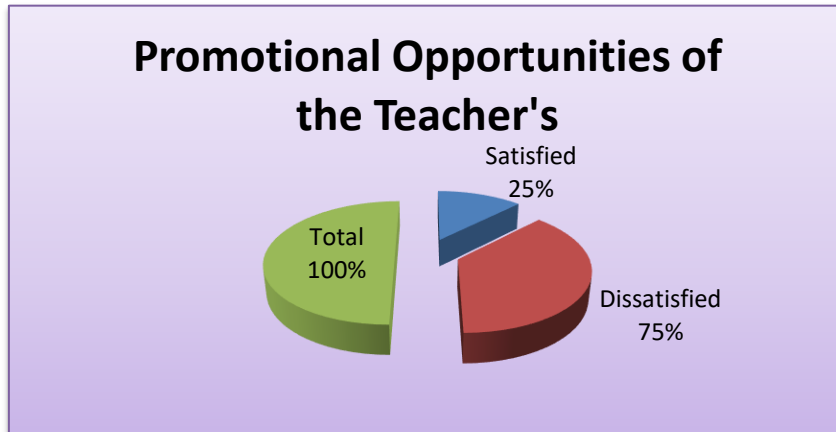


The table-1 depicts the highest 55% of secondary school teacher monthly income is within tk. 8000-tk. above, 35% of the secondary school teacher monthly income is tk. 5000- tk.8000 and 10% secondary school teachers monthly income is below tk. 5000. It is true that financial incomes are always conceived as means to or as indicator of social status. From the analysis it is found that the most of secondary school teacher’s monthly income is in tk.8000 – tk. above.

**Table-2: Promotional Opportunities of the Secondary School Teachers**

Promotional Opportunities	No. of the teachers	Percentage
Satisfied	25	25%
Dissatisfied	75	75%
Total	100	100%

Source: Field Survey

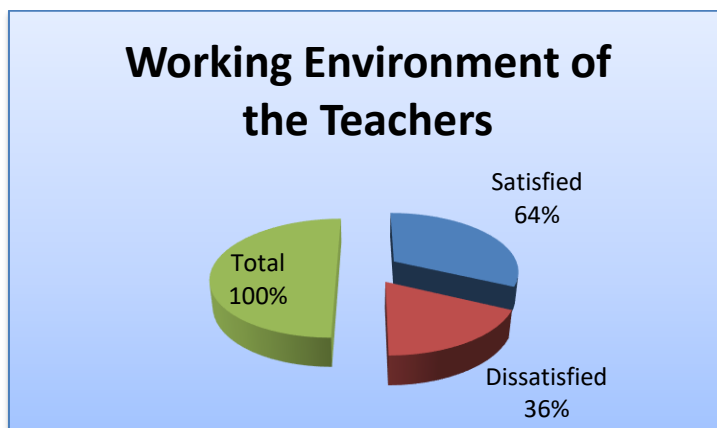


The table-2 indicates that the secondary school teacher’s 25% are satisfied in their promotional system and 75 percent teacher’s are dissatisfied in the promotional opportunities. Generally the promotional opportunity is very slow.

**Table-3: Working Environment of the Secondary School Teachers**

Working Environment	No. of the Teachers	Percentage
Satisfied	64	64%
Dissatisfied	36	36%
Total	100	100%

Source: Field Survey



On the basis of the table-3 it is clear that 64% of the teacher’s are satisfied the present working condition. Rest of teacher’s like 36% are dissatisfied their present working condition. So, this study said that working environment and job satisfaction are closely related due to the working environment.

**Table-4: Job Status of the Secondary School Teachers**

Job Status	No. of the Teachers	Percentage
Satisfied	68	68%
Dissatisfied	32	32%
Total	100	100%

Sources: Field Study

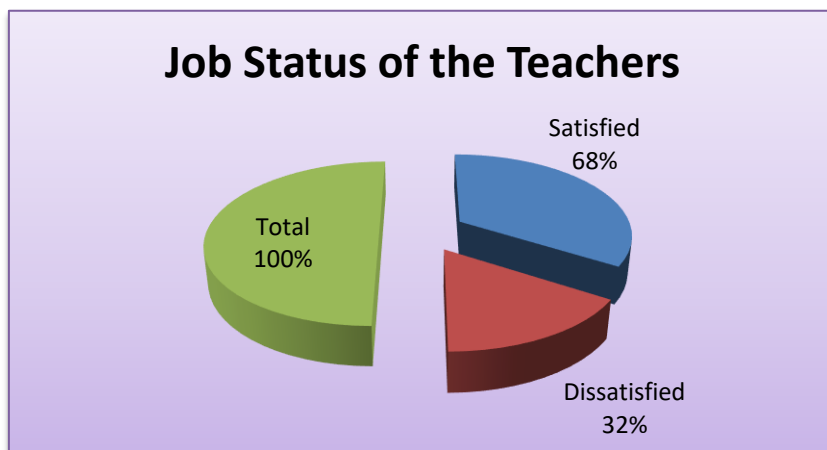
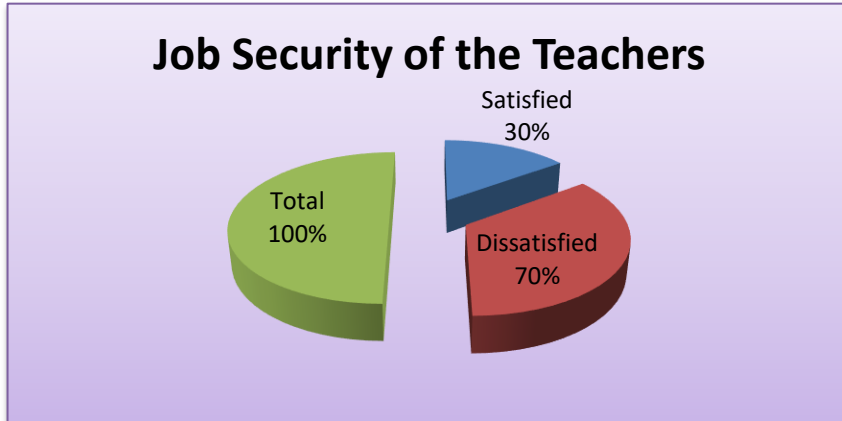


Table-4 reveals from the table-6.3.3 said that most of the secondary school teacher 68% are satisfied their present job status. But rest of the respondents 32% are not satisfied their present job status. So, in this study said that job status is mainly related with the level of position in the secondary school.

**Table-5: Job Security of the Secondary School Teachers**

Job Security	No. of the Teachers	Percentage
Satisfied	30	30%
Dissatisfied	70	70%
Total	100	100%

Source: Field Study



The table-5 indicates that of the secondary school teachers like 30% are satisfied their present job security. 70% of the teacher’s are not satisfied their present job security. Job security is the most important determinants in secondary school. So, it is concluded that the teacher’s in secondary school are negatively correlated between the job security and job satisfaction.

**Table-6: Salary Structure of the Secondary School Teachers**

Salary Structure	No. of the teachers	Percentage
Satisfied	36	36%
Dissatisfied	64	64%
Total	100	100%

Source: Field Survey

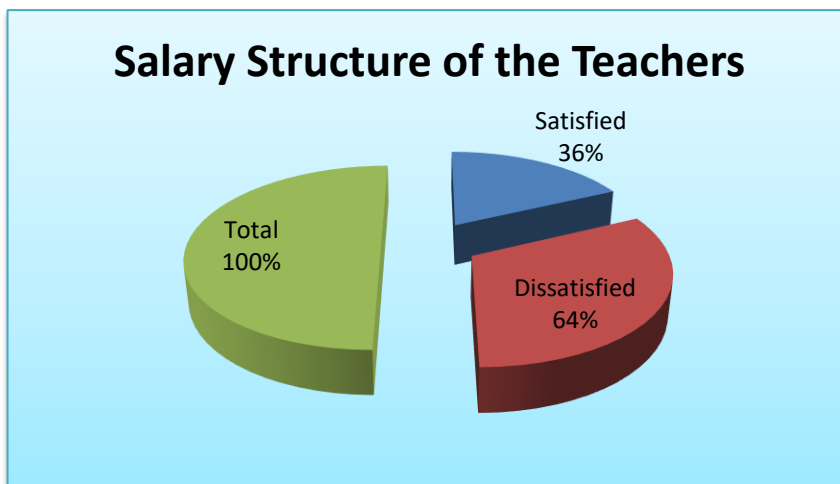


Table -6 shows that 36% secondary school teachers are satisfied as it is the highest number of respondents, 64% is not satisfied. So the respondents are dissatisfied on present salary structure.

## 4.2 Job Security of the Secondary School Teacher

Chi-Square statistics of job security is shown in the following table:-

**Table- 7 Chi-Square Statistics of Job Security**

Category	No. of Teachers	Expected Value	Residual Value	Chi-Square Value	Degree of Freedom (df)	Significance
Strongly Dissatisfied	40	20.0	20.0	27.300	4	.000
Dissatisfied somewhat	19	20.0	-1.0			
Satisfied	17	20.0	-3.0			
Satisfied somewhat	10	20.0	-10.0			
Strongly satisfied	14	20.0	-6.0			
Total	100					

Source: Field Survey

Table- 7 shows that calculated chi-square value is 27.300 which are greater than the table value of 13.30 at 1% level of significance and the degree of freedom is 4. The study rejects the null hypothesis. So there is a relation between job security and job satisfaction. Hence the secondary school teachers are strongly dissatisfied on job security in secondary school.

**Table-8 Chi-Square Statistics of Present Job Salary**

Category	No. of Teachers	Expected Value	Residual Value	Chi-Square Value	Degree of Freedom (df)	Significance
Strongly Dissatisfied	53	25.0	28.0	53.760	3	.000
Dissatisfied somewhat	29	25.0	4.0			
Satisfied	13	25.0	-12.0			
Satisfied somewhat	5	25.0	-20.0			
Strongly satisfied	-	-	-			
Total	100					

Source: Field Survey

Table- 8 shows that computed chi-square value is 53.760 which are greater than the table value of 11.30 at 1% level of significance and the degree of freedom is 3. Therefore, the study rejects the null hypothesis. So relation exists between present job salary and job satisfaction is of the respondents. Teachers are strongly dissatisfied on present job salary that is got from the secondary school.

**4.3 Working Environment in Secondary School**

Chi-Square statistics of working environment is shown in the following table:-

**Table-9: Chi-Square Statistics of Working Environment**

Category	No. of Teachers	Expected Value	Residual Value	Chi-Square Value	Degree of Freedom (df)	Significance
Strongly Dissatisfied	10	20.0	-10.0	65.200	4	.000
Dissatisfied somewhat	24	20.0	4.0			
Satisfied	50	20.0	30.0			
Satisfied somewhat	8	20.0	-12.0			
Strongly satisfied	8	20.0	-12.0			
Total	100					

Source: Field Survey

Table- 9 shows that computed chi-square value is 65.200 which are greater than the table value of 13.30 at 1% level of significance and the degree of freedom is 4. Therefore, the study rejects the null hypothesis. So working environment is related with job satisfaction. Hence, teachers are satisfied on working environment at secondary school.

**Table-10 : Chi-Square Statistics of Retirement Benefit**

Category	No. of Teachers	Expected Value	Residual Value	Chi-Square Value	Degree of Freedom (df)	Significance
Strongly Dissatisfied	30	20.0	10.0	71.300	4	.000
Dissatisfied somewhat	46	20.0	26.0			
Satisfied	20	20.0	.0			
Satisfied somewhat	3	20.0	-17.0			

Strongly satisfied	1	20.0	-19.0			
Total	30	20.0	10.0			

Source: Field Survey

Table- 10 shows that computed chi-square value is 71.300 which are greater than the table value of 13.30 at 1% level of significance and the degree of freedom is 4. Therefore, the study rejects the null hypothesis. Retirement benefit is related with job satisfaction. Hence, respondents are dissatisfied somewhat on retirement benefit at their secondary school.

**Table-11: Chi-Square Statistics of Evaluation of Teachers**

Category	No. of Teachers	Expected Value	Residual Value	Chi-Square Value	Degree of Freedom (df)	Significance
Strongly Dissatisfied	61	20.0	41.0	113.200	4	.000
Dissatisfied somewhat	13	20.0	-7.0			
Satisfied	18	20.0	-2.0			
Satisfied somewhat	7	20.0	-13.0			
Strongly satisfied	1	20.0	-19.0			
Total	100					

Source: Field Survey

Table- 12 shows that computed chi-square value is 113.200 which are greater than the table value of 13.30 at 1% level of significance and the degree of freedom is 4. Therefore, the study rejects the null hypothesis. There is a relationship between evaluation of teachers and job satisfaction of the respondents. Hence, respondents are strongly dissatisfied on their evaluation at secondary school.

## 5 Findings of the Study

Job satisfaction plays an important role to the secondary school teachers in any secondary school. From the analysis of the present study the findings are followings:

- On the basis of calculated result of chi-square test the secondary school teachers are strongly dissatisfied on job security in secondary school.
- On the basis of calculated result of chi-square test teachers are strongly dissatisfied on promotional opportunities at secondary school.



- On the basis of calculated result of chi-square test teachers are dissatisfied somewhat on present job status at secondary school.
- On the basis of calculated result of chi-square test teachers are strongly dissatisfied on present job salary that is got from the secondary school.
- On the basis of calculated result of chi-square test teachers are satisfied on working environment at secondary school.
- On the basis of calculated result of chi-square test teachers are dissatisfied somewhat on recognition for better performance at their secondary school.
- On the basis of calculated result of chi-square test teachers are satisfied on good relation with their colleague at their secondary school.
- On the basis of calculated result of chi-square test teachers are satisfied on participation in management at secondary school.
- On the basis of calculated result of chi-square test teachers are satisfied somewhat on creativity and innovation support at their secondary school.
- On the basis of calculated result of chi-square test teachers are dissatisfied somewhat on retirement benefit at their secondary school.
- On the basis of calculated result of chi-square test teachers are satisfied on program of govt. in school at their secondary school.
- On the basis of calculated result of chi-square test teachers are satisfied on performance of student at their secondary school.
- On the basis of calculated result of chi-square test teachers are strongly dissatisfied on entertainment opportunity at secondary school.
- On the basis of calculated result of chi-square test teachers are strongly dissatisfied on job stress at secondary school.
- On the basis of calculated result of chi-square test teachers are strongly dissatisfied on their evaluation at secondary school.

The major findings of this study compared to earlier perceptions are summarized that the secondary school teachers included in this study are generally satisfied with their teaching job. This finding is not confirmed our general perception of this study that the teachers in our country are dissatisfied with their profession. This study found that the secondary school teachers included in this study are generally not satisfied with their present salary structure, retirement benefit, job security, promotional opportunity, payment system of salary and working conditions. This finding confirms our general perception of this study is that secondary school teachers are not satisfied over poor pay system and also over poor working conditions and other factors stated above

## 6 Limitations of the Study

This study is not out of its limitations. Of course these limitations must have some impact on the result of the study. On the way of this study researcher has faced the following problems, which in terms may be considered as the limitations of the study. These are as follows:

- The study mostly limited to only the 100 teachers out of the 1000 teachers of the secondary school in Chuadanga district; which may be more in number for getting more accurate result.
- The study may not be representative for the all secondary school teachers' job satisfaction in Chuadanga district.
- Corrective measures for identified problems are not covered in it due to lack of experience.
- All the respondents do not give answer correctly.
- Lack of resources, research cannot complete properly.
- To err is human. So, this report is not free from error.

## 7 Conclusion

Education is recognized as one of the most powerful aspects of human development and poverty reduction. There is a wise saying that “education is the backbone of a nation”. Bangladesh government has taken various measures to educate its population in recognition of the potentials of education for its nation. Since 1971s, Bangladesh government has recognized education as one of the top priority areas.

The secondary school is selected for this study because it occupies the most important position for developing and making the best human being for the nation. In secondary school the guideline is provided by the secondary school teacher. If the secondary school teachers are not satisfied then best human being for the nation is not possible. So, determination of job satisfaction of secondary school teacher is very essential. To find out the job satisfaction of the secondary school teacher in Chuadanga district, researcher used different types of structured preset questionnaire. On the basis of the questionnaire the present study found positive correlation between job satisfaction and performance of the secondary school teacher. Here various determinants are used to find out the job satisfaction. The following determinants such as, the good relation with their colleague, working environment, management policy, participation in management, creativity and innovation support, program of govt. relating to the school, education policy, performance of students, routine work, opportunity to show their creativity, electricity facility and results of students represent the job satisfaction in their respective secondary school in the Chuadanga district. On the other hand job security, promotional opportunity, present job status, present salary structure, recognition for better performance, retirement benefit, political pressure, opportunity for participation in decision making, entertainment opportunity, job stress, evaluation of teacher, washroom facility and the payment system of salary represent the job dissatisfaction in their respective secondary school in the Chuadanga district.

Finally, as the secondary school teacher were playing a vital role in the economic development of the country, so special care should be taken to decrease their dissatisfaction for improving their efficiency and job satisfaction by ensuring job security.

### References:

- Abdullah, Muhammad Madi Bin. et al. (2009), Job Satisfaction of Secondary School Teacher. University Tenaga Nasional, Malaysia.
- Absar ,Mir Mohammed Nurul et al. (2010), Impact of Human Resources Practices on Job Satisfaction: Evidence from Manufacturing Firms in Bangladesh, Journal of Economic Sciences Series East Delta University, Bangladesh. Vol. LXII, No. 2/2010. P 13-42.
- Adelabu, M.A.(2005), Teacher Motivation and Incentives in Nigeria.
- Ali, Taskina and Akhter Ireen (2009), Job Satisfaction of Faculty Members in Private Universities -In Context of Bangladesh. International Business Research Department of Business Administration. Jahangirnagar University, vol 2 no.4.
- Astrauskaitė, Milda et al. (2011), Job Satisfaction Survey: A Confirmatory Factor Analysis Based on Secondary School Teachers'. International Journal of Business and Management Vytautas Magnus University Vol. 6, No. 5.
- Ayranci, Dr. Evren (2011), A Study on the Factors of Job Satisfaction among Owners of Small and Medium- Sized Turkish Businesses International Journal of Business and Social Science Istanbul Aydin University, Faculty of Economics and Administrative Sciences Turkey. Vol. 2 No. 5.
- Aziri, Brikend (2011), Job Satisfaction: A Literature of Review, Management Research and Practice vol.3 issue 4 pp 77-86.
- Brayfield, A. H. and Rothe. H.F. (1951), "An Index of Job Satisfaction." Journal of Applied Psychology, 35, 307-311.
- Byars, Lloyd L. and Rue, Leslie W. (2000), Human Resource Management, 6th ed. USA: McGraw- Hill Higher Education.
- David A. Decenzo and Stephen P. Robbins, Human Resource Management: John Wiley & Sons, Inc. Publisher, Seventh Edition, 371.
- Ewen, R. B. et al. An empirical test of the Herzberg Two Factors Theory. Journal of Applied Psychology, 50. 544- 550.
- Habibullah, M. (1974), Motivational Mix. Bureau of Economic Research. University of Dhaka.
- Haq, M Nazmul and Islam, M. Ssjidul (2005), Teacher Motivation In Bangladesh: A Situational Analysis. Institute of Education and Research, University of Dhaka, Bangladesh.
- Herzberg, F. et al. Job Attitudes: Review of research and opinion, Pittsburgh, Psychological Service of Pittsburgh.
- Hoppock, B. (1935), Job Satisfaction. New York: Harper and Brothers.
- Hossain M.M.(1995), Job Satisfaction of Commercial Bank Employees in Bangladesh. Ph.D. Thesis, University of Dhaka, Bangladesh.
- Hossain, A.B.M.A. (1985), An Analysis of Factors Related to the Job Satisfaction of the Teachers of Secondary Schools. Dhaka University Journal of Psychology. 15, 7-21.
-

- Kumar, P. (1984), Job Satisfaction Among University Employees. *Indian Journal of Industrial Relation.*, 20, 1, 73-77.
- Luddy, Nezaam (2005), Job Satisfaction Amongst Employees, Department of Industrial Psychology, Faculty of Economic and Management Science, University of the Western Cape.
- Mahmood, Azhar et al. (2011), Job Satisfaction of Secondary School Teachers: A Comparative Analysis of Gender, Urban and Rural Schools, Asian Social Science Department of Education, International Islamic University Islamabad, Pakistan.
- Mahmud, Simeen (2003), Female secondary school stipend program in Bangladesh: A critical assessment. Senior Research Fellow, Bangladesh Institute of Development Studies.
- Moore, Cara M. (2012), The Role of School Environment in Teacher Dissatisfaction Among U.S. Public School Teachers.
- Mumford E. (1972), 'Job Satisfaction: a method of analyses, *Personnel Review*.
- Murray, Richard A. (1999), Job Satisfaction of Professional and Paraprofessional Library Staff at the University of North Carolina at Chapel Hill.
- Ololube, Nwachukwu Prince (2012), Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment, University of Helsinki Finland.
- Rahman, A. (1992), Job anxiety, job satisfaction and organizational climate as perceived by the public & private sector bank. *Dhaka University Studies Part-E*, 7;
- Rahman, Md. Mustafizur et al. (2010), Historical Development of Secondary Education in Bangladesh: Colonial Period to 21st Century, International Education Studies Faculty of Education, University Kebangsaan Malaysia (UKM). Vol.3 No.1.
- Rahman, M. Mustafizur et al. (2006), Secondary Education in Bangladesh: History and Contextual Perspectives.
- Samu, Amaranathana/LK.P. (1998), Factors Relating to Job Satisfaction of Secondary School teacher. University of Putra in Malaysia.
- Skibba, Jennifer S. (2002), Personality and Job Satisfaction: An Investigation of Central Wisconsin Firefighters. Interactions between Personality and Various Factors at a Local Fire Department. The Graduate College, University of Wisconsin-Stout.
- Tella, Adeyinka et al. (2007), Work Motivation, Job Satisfaction, and Organizational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria.
- Wanou, J.P. (1974), A Casual-Co relational Analysis of the Job Satisfaction and Performance Relationship. *Journal of Applied Psychology*, 59, 2, 1 39-144.
- Weaver, C.N. (1978), Black- white Correlates of Job Satisfaction. *Journal of Applied Psychology*, 63, 255-258.
- Worrell, Travis G. (2004), School Psychologists' Job Satisfaction: Ten Years Later.