

129th ADVANCED COURSE ON ADMINISTRATION AND DEVELOPMENT

Seminar Paper

On

Job Satisfaction with Teaching in Newly Nationalized Primary School of Bangladesh: An
Empirical Investigation



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BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE

SAVAR, DHAKA

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ACKNOWLEDGEMENT

All praise for Allah who gives me the strength, patience and ability to complete this seminar paper.

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CIRTFIFICATE OF THE RESEARCH CONSULTANT

This is to certify that Md. Kamal Hossain, Deputy Secretary, Ministry of Primary and Mass Education carried out his seminar paper under my guidelines and supervision, and hence prepared the paper entitled 'Job Satisfaction with Teaching in Newly Nationalized Primary School of Bangladesh: An Empirical Investigation'. This is an original research work done by Mr. Hossain and so far as I am aware, he duly acknowledged the other researchers' materials and sources used in this work. Further, this research work was not submitted to any other institutions for any other training, degree or diploma.

It is thus recommended that the research work is submitted BPATC, in fulfillment of he requirements for the award of the course, I also certify that there is no plagiarized content in this write-up.

30 September 2020

Dr. Md. Zohurul Islam, Ph.D
Director, BPATC
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1.2 The Research problem

Before nationalization, teachers of these registered primary schools were suffering from financial hardship and away from motivational spirit due to lack of incentive, limited salary, inadequate facilities (shortage of supplies and equipment, and paucity of other resources to support sound classroom instruction). They have often had to endure criticism from general people and their neighbor about their potentiality, effort, and capability. According to Brunetti (2001), in the face of such conditions, many teachers would feel demoralized and discouraged, perhaps burnt-out. Such malaise would be especially pronounced among those who had fewer options for other employment. Worn out with the long struggle, these teachers could be lost their motivational spirits.

It is widely accepted that teacher quality is the single most important school-related factor influencing student achievement (Gabriel 2005). Despite this recognition, the recruitment and relation of high quality teachers appear to be a challenging problem in many countries (Scott et al 2001; World Bank 2007). The shortage of well-qualified teachers is also significantly related issue (Ingersoll, 2001). This is partly because teaching has been described as a profession with heavy emotional demands and excessive workloads (Richardson and Watt 2006), compounded by stress (Griva and Joeke 2003; Kyriacou and Sutcliffe 1978), inadequate salary and a deteriorating professional status (Bennell and, Evans 1998). According to Scott al (2001), these factors collectively evoke discontent amongst teachers. Given this background, the importance of understanding teachers' job satisfaction and motivation cannot be overstated, especially when it provides useful insight relevant for school leaders who may want to enthuse and challenge teachers to perform better, so that they are satisfied with their jobs (Evans 1999).

Teachers who are satisfied with their job are more enthusiastic and interested in devoting more energy and time to student achievement (Nguni et al 2006). Therefore, understanding the important factors affecting teacher job satisfaction is vital to attain the required information to support an educational system to succeed in its objectives (Perie and Baker 1997). Job satisfaction is very important management concepts but the conceptual and empirical literature are predominantly from western countries, with only limited literature from Asian scholars and very little focused on the Bangladesh context especially on newly nationalized registered primary

1.6 Limitation of the Study

Despite the researcher's careful design, the study has some specific lacunas which reduce the merits of the research, narrow down the research scope, and worth identifying to guide future research. The research is accelerated by the cross-section data for proper empirical investigation of newly nationalized teachers' job satisfaction in RPS and also tries to reduce cross-level bias.

1. The study warranted a systematic investigation into newly nationalized primary school teachers' job satisfaction. Therefore, it is assumed that a longitudinal study would have been more be fitting. But the study could only investigate a few particular newly nationalized RPS in a given period. This has somewhat delimited the scope of the study.

2. The study is focused on the newly nationalized RPS in Dhamrai Upazila not the whole newly nationalized RPS in Bangladesh. This has also narrowed down the scope of the study.

However, the study has been designed in such a way to minimize the limitations. A set on tests have been conducted to justify the reliability, validity, and diagnosis of data. In spite of all possible precautionary measure, some limitations remains which are considered to be normal and least harmful to the findings of the present study.

1.7 Organization of the Seminar Paper

This paper has been organized into few chapters. Followed to the first chapter, the second chapter covers literature review. Chapter three highlights research methodology. Chapter four reveals data analysis and discussion of results. The last chapter shows the conclusions of this research.

Hoppock (1935: 47) defined job satisfaction as “any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, “I am satisfied with my job”. Schaffer (1953: 3) interprets job satisfaction “to be one of individuals’ needs fulfillment; and that the overall job satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely will the job satisfaction depend on its fulfillment”.

According to Vroom (1964), job satisfaction is “the affective orientation of individuals towards work roles that they are presently occupying”. This definition supports Hoppock’s (1953) interpretation that job satisfaction is shaped by the emotional state of an individual, after considering the physiological, psychological and environmental circumstances that affect the job. According to Wanous and Lawler (1972), job satisfaction is “the fulfillment acquired by experiencing various job activities and rewards”. This definition implicitly recognizes the interplay of physiological, psychological and environmental circumstances that affect the job, as presented by Hoppock (1953) and Vroom (1964). It also incorporates aspects of need fulfillment as proposed by Schaffer (1953). Locke (1976:1304) defined job satisfaction as “a pleasurable or positive emotional state resulting from the evaluation or appraisal of one’s job or job experiences”. This is one of the most widely used definitions and it is similar to those outlined by Hoppock (1953) and Vroom (1964).

2.2 Theories of job satisfaction

The situational occurrences theory emerged in 1992, with Quarstein et al., stating that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics are items such as pay, supervision, working conditions, promotional opportunities, and company policies that typically are considered by the employee before accepting the job. The situational occurrences are factors that occur after taking a job. These may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained co-worker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences. Quarstain et al (1992) hypothesized that overall job satisfaction could best be predicted from a combination of situational occurrences and situational characteristics. The theory assumes that many hedonic, affective, or emotional states are

culture linking these systems provides the rationale for focusing on empirical studies from the UK in this section.

Klassen and Anderson (2009) studied teachers' job satisfaction in southwest England, and compared their results to a similar study published in 1962. They noticed that, teachers in 1962 were most concerned with extrinsic aspects of their job (e.g. salary, condition of buildings, equipment and poor human relations). This contrasted with teachers in 2007, who expressed concern mostly with factors relating to teaching itself (e.g. time demands and pupils' behavior). These intrinsic factors are now being heavily reported as determinants of teachers' job satisfaction and motivation in the UK (Barmby 2006, Crossmann and Harris 2006). Bennell and Akyewapong's (2007) study, conducted in Anglophone sub-Saharan African countries, (Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania and Zambia) and South Asia (Bangladesh, India, Nepal and Pakistan), found that a sizeable proportion of primary school teachers have low levels of job satisfaction and are poorly motivated. They add that the low teacher motivation is reflected in the deteriorating standards of teachers' professional conduct and performance. This confirms reports from other studies that have noted cases of malfeasance among teachers (World Bank 2004), with dysfunctional and inappropriate behaviours within schools as a result of low job satisfaction (Michealowa 2002). Even though results from these countries varied considerably, making generalization difficult, they collectively suggest that teachers' job satisfaction in African is low.

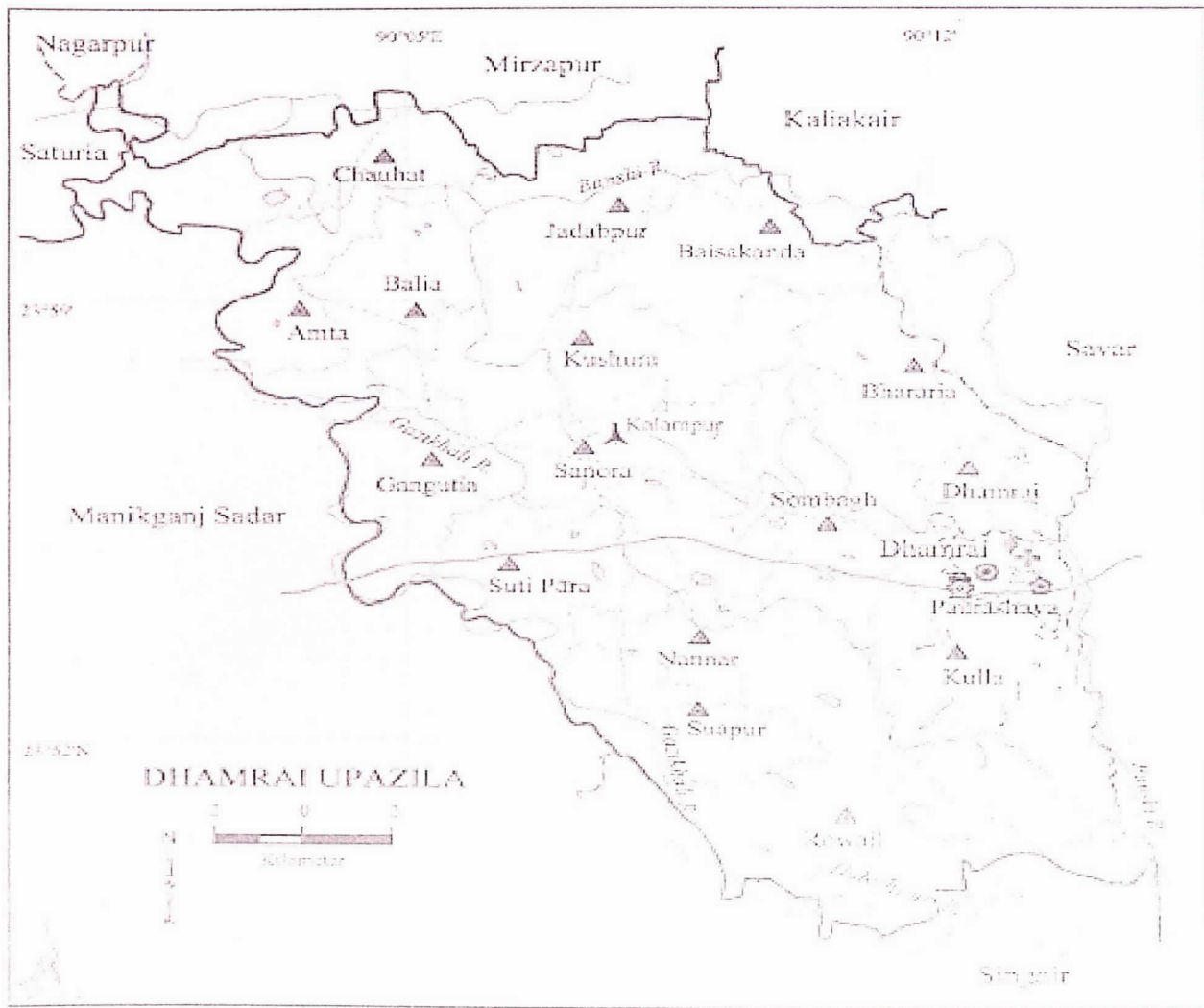
Assessment of newly nationalized primary school teachers, job satisfaction is highly required for policy makers, administrators, and Bangladesh government to implement, and plan for teachers' job satisfaction. Existing literature perfectly highlighted the effectiveness of job satisfaction in education in terms of theories, concepts, motivations, and empirical works. A very few studies focused the newly nationalized primary school teachers' job satisfaction. This study tries to covers this issue.

inductive and deductive approach is known as the mixed approach. The study used a mixed approach because of its significance for proper empirical investigation. The adoption of a mixed method of the study allows using both quantitative and qualitative research approaches because of methodological triangulation. Cross-sectional data are used for analysis to detect students' satisfaction and policy formation.

3.3 Study area

The present study was conducted for measuring teachers' job satisfaction of newly nationalized RPS in Dhamrai Upazila of Dhaka district. Figure 1 shows the map of this Upazila.

Figure 1. Map of Dhamrai Upazila



Source: Adapted from Hasanuzzaman et al (2016)

There are 3 community primary schools and 27 RPS in this Upazila. These school deals a large

social and demographic characteristics (e.g. respondent's age, religion, teaching experience, gender and year of schooling) and job satisfaction with nationalization related close-ended questions. The close-ended questions were figure out by four point Likerd scale. All respondents during the survey have briefed the importance of measure their job satisfaction to mitigate the sampling error. The interview of respondents was taken care of for a long time. The data collector did not indulge in any personal and irrelevant gossiping to avoid anchoring or influencing the respondents' answers. The respondents were assured that they are not be identifiable in any resulting presentations or publications.

3.5 Sampling technique

The target participants are the students having experience in job satisfaction under the nationalized condition Dhamrai Upazila, Dhaka. The study sequentially collected quantitative and qualitative data. Quantitative data were collected and analyzed prior to the collection of qualitative data. The data collection process started on 21 September 2020 and ended on 27 September 2020. Out of 150 newly nationalized primary school teachers in Dhamrai Upazila, 33 (22%) teachers were selected as a sample through a random sampling technique for completing survey form and participating interviews. 5 minutes were allocated to give teachers ample time to complete the survey form. After completion of the survey, all samples teachers were requested to provide data for the qualitative phase through interviews and it took another 5 minutes. Due to COVID-19 pandemic, the relevant data were collected through telephonic conversation instead of direct field visit.

3.6 Techniques of data analysis

One instrument is used to assess eight factors related to Newly Nationalized Primary School teachers' job satisfaction. Eight of which are rated on a four-point Likert scale of the agreement required respondents to circle the answer (1=highly dissatisfied, 2=dissatisfied, 3=satisfied and 4=highly satisfied). In addition, outcome variable (job satisfaction scale is measured by 4-point Likert scale for the 8 item total where possible scores range from 8 to 32, the possible range include $(1 \times 8) = 8$ to $(2 \times 8) = 16$ for dissatisfied and $(3 \times 8) = 24$ to $(4 \times 8) = 32$ for satisfied. The summation of all possible high scores (4) can generate a total of $4 \times 8 = 32$. Similarly, the summation of all low scores (1) can generate $(1 \times 8) = 8$. However, between these two categories from 17 to 31 is the ambivalent zone and accommodating any score ranging from this range.

CHAPTER FOUR

This chapter highlights data analysis which covers respondents' characteristics, descriptive statistics, test of hypothesis, estimated result from linear regression model, validity and reliability test, and facts and findings.

4.0 Data analysis

4.1 Gender and job satisfaction with nationalization of school

Gender have different the level of satisfaction in terms of job satisfaction. Generally, male teachers get more job satisfaction then female teachers. It is expected that gender is an important determinant of job satisfaction with nationalized situation. Table 1 exhibits the association of gender and job satisfaction under nationalized situation.

Table 1. Chi-square (χ^2) test for gender and teachers' job satisfaction with nationalization

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	8.721	11	0.648
Likelihood ratio	10.936	11	0.449
Linear-by-linear association	0.031	1	0.860

(Source: Calculated by the author based on survey data, 2020)

From Table 1, it is seen that the value of Chi-square is 0.648 and it is not statistically significant because of high P -value. Therefore, it is clear that there is no significant relationship between gender differentiation and its satisfaction with online learning.

4.2 Descriptive statistics of questionnaire and interview questions

Descriptive statistics helps us to organize, summarize, simplify, and presentation of data. Based on the numerical values of mean and standard deviation of descriptive statistics, it is possible to summarize teachers' characteristics towards their job satisfaction in nationalized condition. Table 2 displays the mean and standard deviation for the survey and coded interview questions.

Null hypothesis (H0): Nationalization has no effect on teachers’ job satisfaction.

Alternative hypothesis (H1): Nationalization has an effect on teachers’ job satisfaction.

Table 3. Z- test for teachers’ job satisfaction with nationalization

	Test Value = 0					
	Z-test	df	Sig. (2-tailed)	Mean difference	95% Confidence interval of the difference	
					Lower	Upper
Satisfaction	54.564	49	0.000	21.080	20.30	21.86

(Source: Calculated by the author based on survey data, 2020)

Based on the estimated result of Z-test, we can draw the conclusion that nationalization and teachers’ job satisfaction are strongly related. This relation implies that the more nationalization of primary school will lead to an increase in teachers’ job satisfaction at 1% level of significance.

4.4 Estimation of model

To detect the relevant contributors to job satisfaction with nationalization, a linear regression model was developed using SPSS software. Results for all 33 respondents from the model are shown in Table 4. All our proposed contributors in the model are statistically significant at convenient 1%, 5%, and 10% levels. The linear regression model shows that when only the contributors to job satisfaction are included in the estimation involving econometrics. The coefficients are interpreted as the parameters of the indirect satisfaction function. Implications of positive sign of all coefficients of contributors to job satisfaction are the probability of increase teachers’ satisfaction with a change in further improvement of contributors. More specifically, it will lead to increase as the levels of associated contributors increase and vice-versa. Motivation & change the way of teaching is the strongest predictor of job satisfaction because of its higher Beta value in the standardized coefficients. Similarly, training for classroom management need personal academic needs is the weakest predictor of job satisfaction. The value of goodness of fit (R^2) of 0.737 implies that 73% of the total variation in the outcome variable (teachers’ job satisfaction) can be explained by the variation of contributors of the model.

detect the significant contributors of teachers' job satisfaction, the study has used descriptive statistics, the test of a hypothesis (Z-test), chi-square test, ANOVA (F -test), and linear regression model. Estimated results of inferential statistics and linear regression model showed that knowledge and teaching skill, motivation and changes the way of teaching, communication skill, desirable logistic support, trainings for classroom management, opportunities, financial status, and social status are the prominent factors impinging on teachers' job satisfaction. Mean and standard deviation of teachers' job satisfaction with nationalization are $M=21.08$, $S.D= 2.732$ and it indicates a sense of ambivalent from the surveyed teachers. Test of a hypothesis (Z-test) reveals that teachers' get more job satisfaction when their service is fully controlled by national authority. Result of descriptive statistics indicates that teachers are interested to get nationalization status. Estimated result of ANOVA suggested that all the contributors are strongly associated with teachers' job satisfaction. Cronbach's reliability of 0.81 for teachers' job satisfaction with nationalization is internally consistent and reliable for all proposed 8 factors or contributors.

The findings from the open-ended questions have perfectly reflected the findings from the closed-ended questions, but provide more insightful perception and detail. It also enables us to make some significant links between the facets reporting teachers' job satisfaction and nationalization.

The second research question is strictly related to the linear regression model. All of the proposed factors contributing to the level of teachers' job satisfaction with nationalization are statistically significant. Estimated results from model suggested that knowledge and teaching skill, motivation and changes the way of teaching, communication skill, desirable logistic support, trainings for classroom management, opportunities, financial status, and social status are positively related with the teachers' job satisfaction. For example, a 1% increase in the motivation and changes way of teaching will increase in teachers' job satisfaction at 128%.

The qualitative and quantitative findings related to the research questions and objectives were captured by the survey through questionnaire and semi-structured interviews through telephonic conversation. 4- point Likert scale was used to develop survey questions and measure teachers' job satisfaction. In addition, data from semi-structured interviews were analyzed followed by the

CHAPTER FIVE

This chapter provides a summary of the major findings of the study and draws from the discussion presented in the previous chapter, to provide answers to the research questions presented in chapter one. The chapter discusses the significance and limitations of the study, and also outlines certain recommendations for research, policy and practice in Dhamrai Upazila, Dhaka, Bangladesh.

5.0 Concluding remarks

Newly nationalized primary school teachers' satisfaction with can enhance student motivation and therefore student success and completion rates (Bolliger & Wasilik 2009). Knowledge and teaching, motivation and changes way of teaching, communication skill, logistic supports, training for classroom management, research, workshop, and foreign training opportunities, secure financial benefit, and social status can enhance teachers' satisfaction with nationalization but at ambivalent feelings level. These eight factors in the linear regression model and 4 items in the interview questions helped to support measurement of the teachers' satisfaction. Reliability analysis has ensured consistency across the contributors and items. It is strongly believed that the current practice of teaching does not bring about a new academic culture in a pedagogical setting (Häkkinen et al. 2017). Maintaining for a better teaching atmosphere, it is essential to give more priority of proposed variables in the regression model for inclusive and equitable education. This study provides some further steps into the relationship of teaching preferences to perform for teachers' satisfaction with nationalization. This feature is rather rare in the existing literature. Hence, it is possible to say that this study has contributed unique insights into the literature.

5.1 Recommendations for better and higher teachers' satisfaction

For better teaching practice, it is essential to provide desirable logistic supports from concern authority like Upazila Education Office, Directorate of Primary and Mass Education, and Ministry of Mass and Primary Education. Strong government intervention is highly required for capacity building of newly nationalized primary school teachers. Government can arrange essential in-house and in-service training frequently for the teachers. Government should give incentive or reward to best perform class teachers because it will bring social status. In addition, strong motivation and cooperation among teachers, infrastructural development, sufficient play

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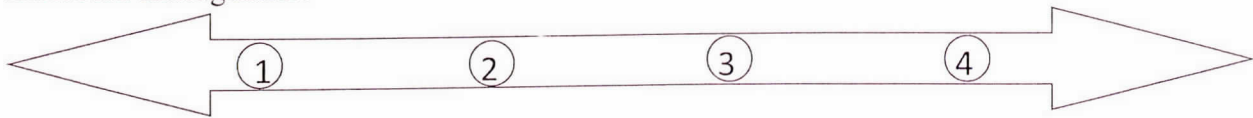
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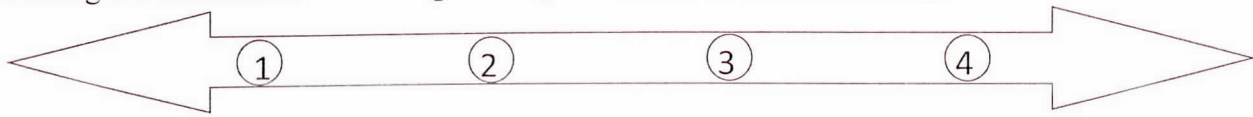
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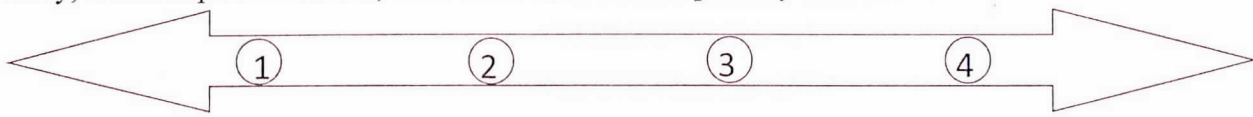
5. Nationalization of registered primary school provides more training opportunities essential for classroom management.



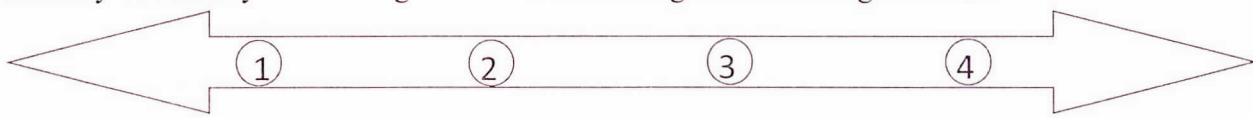
6. Experience sharing with newly appointed teacher and other senior teacher along with in-house training are essential for knowledge management than in-service training.



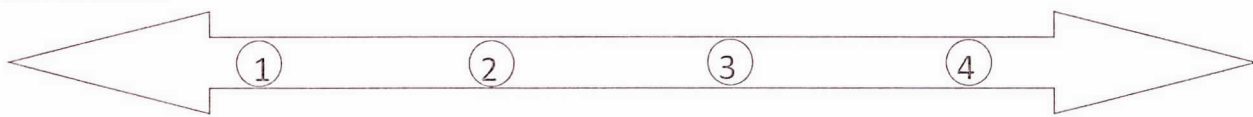
7. Newly nationalized primary school teachers get more opportunity (training, research, higher study, workshop and seminar) than other state owned primary school teachers.



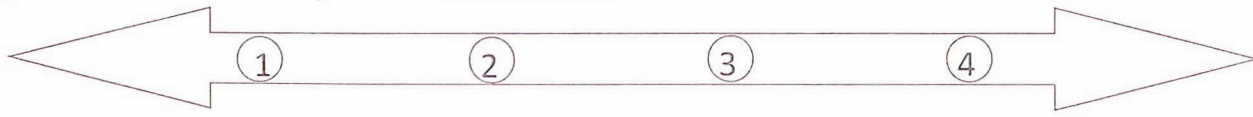
8. Upazila administration works as a supportive agent to provide essential information from Ministry of Primary and other government and non-government organization.



9. Newly nationalized registered primary school teachers get more financial benefits from Government.



10. Newly nationalized registered primary school teachers get more social status compared to previous states when they are non-nationalized.



11. Infrastructural, logistic, and online supports are much relevant for effective teaching and learning practice.



