

## Teachers' Job Satisfaction: A Study in Secondary Schools of Bangladesh

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### Abstract

This study was conducted to assess teachers' job satisfaction in secondary schools of Bangladesh. Secondary school teachers i.e. 314 were selected randomly from purposively selected 6 teacher training centers (TTC) located in 4 different divisions in Bangladesh. This was a survey study within the nature of positivist and constructivist approaches as mix research method was used to generate data of the study. Data on teachers' job satisfaction were collected by using questionnaire and focus group discussion. Brayfield-Rothe job satisfaction scale and Kanungo's job involvement scale were adapted to measure teachers' job satisfaction and job involvement respectively. The findings of the study indicated that most of the teachers were generally satisfied ranging from moderately satisfied to satisfied. Gender, school location, school type, attitude to benefits and job involvement were identified as robust predictors for teachers' job satisfaction. The implications of the findings are also discussed here that can help the policymakers in formulation policy for teachers' satisfaction in Bangladesh.

**Keywords:** job satisfaction, job involvement, secondary school, teachers.

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## Introduction

Teachers are the backbone of any education system as they build reform and guide a nation. National development of a country largely depends on teachers' performance. The ultimate goal of education could be achieved with a meaningful interaction between the teacher and the taught. Teachers are the role model for the students as they transfer knowledge, values and morality to their students; prepare them for future education and life. They are igniting the inherent talents of the children by their manipulative skills. According to Panda and Mohanty (2003), the teacher is the pivot of any education system and they always play a vital role in molding a student towards education (Chamundeswari, 2013). In fact, teachers are the strength of a nation, since they are the key actors of instructional process and students' cognitive, social and emotional development. Generally, they are the central of teaching-learning activities, where they are considered as creator, keeper and transformer of knowledge.

So, people choose teaching profession considering it is a noble profession and they feel proud taking part in country's national development producing young talents. Ironically, a high turnover rate among the teachers can be found (Schlechty & Vance, 1981; Kirby & Grissmer, 1993) albeit most of the people think it as a noble profession. The reason behind high turnover is probably for people joining in teaching profession sometimes as the last resort, when all of their efforts to get other profession have been failed. Apart from this, teachers are losing their interest to this noble profession for a number of reasons.

Job satisfaction is one of the determinants, which is very important for any field of professions. It is evident that job satisfaction is related to job performance, i.e. teachers, who are satisfied with their job they are more motivated to their job and teach more effectively and efficiently than teachers, who are not satisfied with their teaching profession (Shah, 1995; Indhumathi, 2011; Chamundeswari, 2013; Kumar, 2014). Motivated and satisfied teachers have positive impacts on students' academic performance and as well as school performance. On the other hand, dissatisfied teachers are not productive and committed to their profession and they could not perform at the best level of their abilities.

Thus, the researchers of this study believe that understanding teachers' job satisfaction is an important area of educational research. The chief intention of this study is to explore the phenomena of teachers' job satisfaction. In Bangladesh teachers are playing a very crucial role in achieving the objectives of Bangladesh's vision 2021. Currently

Government of Bangladesh is working for improving the quality of teacher and education. It is expected that this study can identify the factors that are related to teachers' job satisfaction and the findings of the study may help to review educational policy for increasing teacher welfare and improving school performance and teaching quality.

## **Literature Review**

The term job-satisfaction, simply, implies employees feeling to their work, which is interrelated to a number of personal factors, such as- age, sex, education and job-related factors that include payment level, opportunity for advancement, working conditions, etc. According to Zembylas and Papanastasiou (2006), "although there is no available conventional definition of job satisfaction but many scholars have studied it for a long time" (p.230). The most popular definition of job satisfaction is given by Locke (1976). According to Lock "it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Cited in Tasnim, 2006, p.18; see also Latif, Shahid, Sohail, &Shahbaz, 2011, p.235). Spector (1997) defined it as "how people feel about different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (p.2). Mbuu (2003) defined it as "the fulfillment acquired by experiencing various job activities and rewards" (p.305). Robbins & Judge (2008) described "it a positive feeling about one's job resulting from an evaluation of its characteristics" (p.20). Over the years it has been considering as one of the most popular interests among scientists, researchers and practitioners (Blood, Ridenour, Thomas, Qualls, & Hammer, 2002; Klassen& Chiu, 2010; Malik, Nawab, Naeem, & Danish, 2010; Platsidou&Agaliotis, 2008; Perrachione, Rosser, & Petersen, 2008).

Job satisfaction is an important construct in employees' emotional and psychological well-being (Klassen, Usher, & Bong, 2010). Like employee of any other organizations teachers are also viewed a specific sample of employees, who work in different operating conditions and experience higher levels of job-related stress (Klassen et al., 2010). They have to maintain various responsibilities in their workplace, for illustration, (a) to build up students through their effective teaching, (b) ensure safety and healthy atmosphere for the students, (c) communicate and collaborate with different stakeholders, i.e. parents, other teachers, specialists and administrators, (d) develop their own skills and knowledge, (e) store students records and documents, (f) organize school

trips and (g) complete a number of other tasks provided by the government and school authority (Comber & Nixon, 2009). All of these responsibilities, in most of the cases, make stress on teachers' daily life, which might have negative impact on their job satisfaction.

Job satisfaction for teachers is defined as "the teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher" (Zembylas&Papanastasiou, 2006, p.230). A number of factors are associated with teacher job satisfaction. Some of these factors are job appreciation, communication, coworkers, fringe benefits, job conditions, nature of work, organization itself, organizations' policies and procedures, payment, personal growth, promotion opportunities, recognition, security (Spector, 1997) and teacher quality, organizational commitment and performance with reference to scholastic achievement, students' attitude, teacher turnover and executive performance (Mathieu, 1991; Ostroff, 1992). Many researchers have agreed upon that supervision, work itself, promotion and recognition are important dimensions of teachers' satisfaction with work (Rosser, 2005; Sharma &Jyoti, 2009; Tillman & Tillman, 2008). "Teachers relationship with students are largely contributing to their job satisfaction" as stated by Ramatulasamma& Rao (2003, p.71). Tasnim (2006) from her study identified factors, like salary, academic qualification, career prospects, supervision, management, working environment, culture, which have robust effect on job satisfaction. She found that both the male and female teachers were dissatisfied with their job but females were more dissatisfied than their counter part. Gupta (1988) investigated to explore the correlates of effectiveness and ineffectiveness of teachers teaching. He identified job satisfaction and financial support as influential factors for effective teaching. Reviewing the literature of job satisfaction, the researchers of the current study have taken an effort to identify the indicators of teachers' job satisfaction since a negligible number of studies can be found on teacher job satisfaction in Bangladesh.

## **Objectives**

The general objective of this study is to examine job satisfaction of teachers working in secondary schools of Bangladesh. To address the general objectives following specific objectives are considered. The objectives are to:

1. Investigate the level of job satisfaction among teachers of secondary schools in Bangladesh.
2. Explore the reasons behind teachers' job satisfaction or dissatisfaction.
3. Examine the association between teacher's job satisfaction and pre-determined factors, such as- age, gender, marital status, academic and professional qualifications, monthly income, job location, job position, job experience, school type and nature of job.
4. Determine the relationship between teachers' job satisfaction with job involvement and job benefits.
5. Look into the initiatives to increase teachers' job satisfaction.

## **Methodology**

### **Research Design**

Mixed research approach was used in the current study to generate quantitative and qualitative information. The intention of using mixed method was basically to generate more depth information from the key informants. Thus, a survey research method was used by collecting data through questionnaire and focus group discussion. Use of qualitative research methods, as the researchers of the current study believe, allowed the respondents in the sample to articulate their attitudes, perceptions, feelings and beliefs in a much more explanatory way than quantitative data.

### **Population and Sample of the study**

The population of this study was teachers who are working in secondary schools of Bangladesh as a whole. The total population of secondary school teachers is 20297 (Bangladesh Education Statistics, 2015) in Bangladesh. Initially, 400 secondary school teachers, 1.97% of total population, were chosen for the sample of this study. It is important to note that 86 teacher participants were excluded from the sample since they returned incomplete questionnaires. Finally, 314 teachers as shown in table 1 constituted the sample of the study. Comparing total population, we can't strongly say it is a representative sample. The sample size 314 is quite large, so it can be considered as representative sample and it can be acceptable when the study is carried out with researchers' own finance. The teachers in the sample were chosen at

random from different teacher training centers. We considered teacher training centers rather than schools for a number of reasons, such as-it helped us to: select expected number of teachers within a short period of time, avoid logistic supports, save time and money and conduct focused group discussion (FGD) with less struggle. Eight FGD were conducted to generate depth information about teachers' job satisfaction. 56 participants took part in eight FGD, where seven teacher participants comprised a group for each of the FGD sessions. The researchers conducted the FGD sessions in different training centers after getting participants consents.

Table 1  
*Research Tools and Sample Size*

Research Tools	Sample Size
Questionnaire survey	258
Focus group discussion (FGD)	56 (8x7)
Total	314

## **Research Setting**

The teachers in the sample of this study were employees of secondary schools in Bangladesh. The research location was 6 teacher training centers (i.e. Dhaka, Rajshahi, Rangpur, Pabna and Barisal teacher training centers; and Bangladesh Madrasha teachers' training institute) chosen purposively from 4 different divisions in Bangladesh out of eight. The selected divisions were Dhaka, Rangpur, Rajshahi and Barisal. Thus, 314 teachers in the sample were from 170 schools located in different urban and rural areas of 42 districts.

## **Data Collection Instruments and procedure**

A pilot study was carried out in a small group of teachers (N=10) before generating the actual data of the study. The pilot study helped to assess the reliability and validity of the research tools and observe the trend of teachers' opinions. The researchers then finalized the survey and FGD questionnaires editing and correcting the research tools based on the participants' valuable comments. Brayfield and Rothe (1951) scale was employed to measure job satisfaction and job involvement scale developed by Kanungo (1982) was used to measure teachers' level of job involvement. Reliabilities of the scales were measured to assess their usability. The reliabilities were found to be 0.90 and 0.89 for Brayfield-

Rothe scale and Kanungo scale respectively. Finally, self-completion survey questionnaire, focus group discussion (FGD) questionnaire, job satisfaction scale and job involvement scale were manipulated to generate actual information from the key respondents of the study. Using a questionnaire format of data collection instrument enabled the teachers to feel more at ease and honest in providing feedback. The questionnaire contained two different natures of questions, for illustration, structured questions and open-ended question. Quantitative data was generated using structured questions, whilst open ended questions helped to provide qualitative or more depth information about teachers' job. For FGD, a list of pre-determined job satisfaction related questions was asked to the teacher participants, keeping in mind that an interview is a social and interpersonal encounter that may prompt further questions and/or discussion (Cohen, Manion, & Morrison, 2011).

## **Results**

Once all of the respondents' questionnaires were returned, each questionnaire was assigned a number to identify them easily. Then, the researchers interpreted the answers provided by the respondents in relation to the specifics of each question. For data analysis procedure the study focused on a mixed method approach as both of the analytical techniques, i.e. qualitative and quantitative was used in this study. The quantitative data was analyzed using Statistical Package for Social Science that includes descriptive statistics like graphical presentation, simple frequency counting along with percentages, mean, standard deviation, and correlation. For qualitative data any common trends and factors were identified and respondents' opinions were presented in a narration form. The use of mixed method helped the researchers for in-depth interpretation of data and triangulation of research outcome generated from two different research approaches.

## **Ethical Issues and consent of the respondents**

Ethical aspect is a big issue for any social research. The researchers maintained this point strictly and carefully. At the beginning of the field work we asked for permission from the teacher training center authorities and teachers to conduct the survey. Confidentiality was assured throughout the duration of and upon completion of the study. For all participants in the study, participation was voluntary and all those involved in the study were assured that they could withdraw from the

research at any time. Measures were taken throughout the research to maintain the anonymity of the teachers' participating in the study.

### Salient Findings of the Study

In order to assess teachers' satisfaction two different types of data were collected, analyzed and interpreted. Salient findings derived from the study are presented and interpreted in the following section.

#### Level of job satisfaction

Teachers' job satisfaction is measured by Brayfield-Rothe (1951) scale. Figure 1 represents the findings of teachers' job satisfaction level. Looking at figure1, it is found that greater percentage of teachers in the sample are satisfied with their job ranging from moderately satisfied (36%) to satisfied (33.4%).15.5 % teachers opine that they are highly satisfied, whilst a negligible percentage of teachers' job satisfaction level is between from very low (3.8%) to low (11.4%).

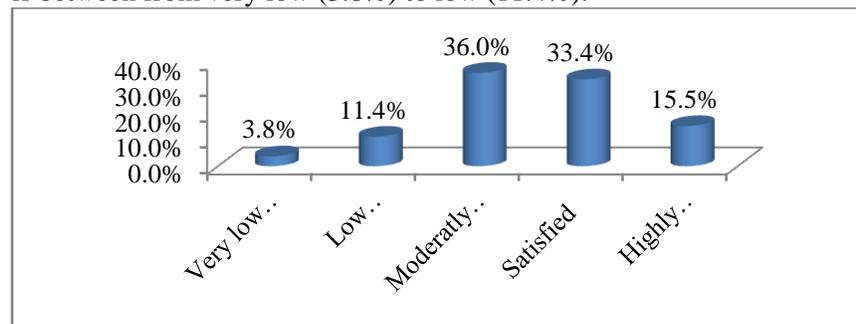


Figure 1: Teachers' Level of Job Satisfaction

In open ended part of the questionnaire, teachers in the sample were also asked overall how much they were satisfied with their job. The findings as shown in the following table 2 indicates that 52.5 % teachers are moderately satisfied and 35.3% are satisfied with their job, which are similar to the findings achieved from the Brayfield-Rothe (BR) scale though the variations in percentages differ largely, i.e. 36% were moderately satisfied as indicated in BR scale and 52.5% were found in qualitative part of the questionnaire. In BR scale 33.4% indicates that they are satisfied and 35.3% in the questionnaire. As a whole, as it is depicted from the findings, teachers are generally satisfied with their profession ranging from moderately satisfied to satisfy and the findings

are in line with other research findings. For illustration, Wangai (2012) found from his findings that teachers are generally satisfied with their job, whereas Abushaira (2012), Arathy and Pillai (2015) found that teachers are moderately satisfied with their job.

Table 2  
*Teachers' satisfaction level*

Level of satisfaction	Highly Satisfied	Moderately satisfied	Low satisfaction	Very low satisfaction	Total
N (%)	12 (4.7) (35.3)	91 (52.5)	11 (4.1)	4 (1.6)	253 (298.1)

Note: missing case were 5

Linking with the previous question, in open ended part of the questionnaire teachers were also asked to describe why they were satisfied with their job. The same questions were also asked the teachers, who participated in FGD sessions. Analyzing their views the following common factors were identified as the main reasons of their satisfaction.

- School location is near to my residence,
- Freedom of job,
- Good working condition,
- Skilled and caring attitude of the school managing committee,
- Enjoy teaching and like to spend time with students, and
- School's good image.

Teachers' voices derived from FGDs to explore the reasons of their satisfaction are given below, which in fact, reflected the above factors.

"I am happy to teach students. It brings honour for me. Apart from this, school's surrounding environment is job friendly. School administrators, staff and my colleagues are very co-operative and friendly. They honor me and evaluate my performance positively." (Assistant head teacher, urban school)

"I am satisfied with my job because I can practice and share my knowledge here. I can serve for my country and I can expose myself in my job area. People of my area respect me and they give importance to me. They come to me for suggestion whenever they face any critical times that really makes me proud." (Assistant teacher, rural area)

"My school work environment is friendly for female teachers. Teachers' interaction and behavior of school management committee

(SMC) are co-operative and friendly. So, I am satisfied with my job.”  
(Female Assistant teacher)

Analyzing open ended part of the questionnaire, it is gleaned out that very few numbers of teachers (20.2%) in the sample reports in that they are not satisfied with their job. They were asked to identify the reasons that made them less satisfied and the same question was presented to the teacher participants, who were taken part in FGD sessions. The robust factors related to job dissatisfaction distinguished analyzing the questionnaire and FGD, are shown as follows.

- Low salary level,
- Do not include in school’s MPO system,
- Unfair promotion policy,
- Schools are situated in remote rural areas,
- Unfair attitude and behavior of SMC,
- Job stress and work (i.e. class) load, and
- Inadequate number of teachers.

Regarding less satisfaction or dissatisfaction voices of some teachers’ obtained from FGDs are given below, which are very similar to the points as mentioned above.

“I am not happy at all with my salary. I think they pay me less according to my workload.” (Assistant teacher, urban school)

“I am working in a rural school. I work hard and follow all instructions of head teacher but I do not get proper evaluation of my work from head teacher and school management committee (SMC) as well. In spite of this, I have been waiting for long time to include me in MPO system. I think school’s MPO system is making discrimination among teachers.” (Assistant teacher, rural school)

“We have honor but government do not evaluate us according to our performance. I usually spend my school hours under tremendous work load than others teacher, who are enjoying school’s MPO system. They pay me less but assign more classes on me as I am not included in MPO system. All of these make me less satisfied with my job than others.” (Assistant teacher, urban school)

### **Relationship between job satisfaction and variables related to teacher background factors, job involvement, job benefits and school management**

It is believed that job satisfaction is correlated to a number of predictors at individual and organization levels. Pearson product moment

correlation was used to determine relationships between job satisfaction and factors considered in the study. Only significant findings are presented in table 3. Though weak but significant associations are found for variables teacher gender, school location, school type, job involvement and teachers' attitude to benefits they obtained from their organizations. Positively significant relation (0.218) is found between teacher job satisfaction and gender implying that male teachers are more satisfied than their counterpart, i.e. female teachers, which is line with the findings of other researchers (Sapiro & Stern, 1975).

Looking at table 3, it was found that teacher job satisfaction is negatively correlated (-0.241) with variable school location indicating teachers working in rural schools were less satisfied than teachers of urban schools. Similar findings were observed from the findings of other researchers (Tasnim, 2006; Arnold, Seekins, & Nelson, 1997, and Haughey & Murphy, 1984). One of the determinants of job satisfaction is nature or type of job (Schwartz, Jenusaitis, & Strak, 1963). It can be gleaned out for variable job type that teachers of government schools are more satisfied than teachers of non-government schools, which is line with the findings found by Serrano and Vieira (2005); Gupta and Gehlawat (2013); Arathy and Pillai (2015); Bakhshi, Sharma, Kumar, and Sharma (2008), Khalid, Irshad and Mahmood (2012).

Job involvement is an important factor for job satisfaction. It is evident that there is an association between the two concepts (Wendong, et al., 2008; Haque, 1995) that is employees like to be more motivated or involved in their job, when they are satisfied with their job. Focusing on this point an association between teacher job satisfaction and job involvement was calculated. Significant and a weak negative correlation (-0.128) between job satisfaction and job involvement revealed that teachers are less involve in their job, when they were not that much satisfied with their job. In case of teachers attitude to job benefits, positive correlation (.391) implies that if teachers' salary and other job benefits are at expected level then they are more satisfied, which is in line with the findings of Latif *et al.* (2011); Page & Page (1982); Giacometti (2005). Strong and positive correlation (0.458) was identified school management system as a robust factor for teacher job satisfaction in this study. School management factor includes items in this study good level of supervision, management principles, teachers' participation in management system, communication between teachers and school authority, which have significant impact on job satisfaction (Vroom, 1964).

Table 3  
Correlation value(r) by teacher job satisfaction and variables related to teachers' gender, school location, school type, job involvement, job benefits and school management.

Variables	Correlation value (r)	Total (N)	Significant	p
Gender	.218**	257	.000	.01
School location	-.241**	257	.000	.01
School type	.184**	257	.003	.01
Job involvement	-.128*	238	.049	.05
Job benefits	.391	252	.000	.01
School management	.458	251	.000	.01

### Steps need to be taken to increase teachers' satisfaction

Teachers were asked to provide opinions what steps should be taken for their development that can increase their satisfaction and motivation to their job. Analyzing opinions collected from open ended part of the questionnaire and FGD, a number of suggestions were derived. Suggestions are presented below.

- Take initiative for nationalization of all schools,
- Include all teachers in school's MPO system and remove bureaucratic complexity for paying Monthly Payment Order (MPO) and other benefits. Teachers' salary & others monetary benefits must be increased,
- Create opportunity for CPD (continuous professional development) training for all teachers,
- Schools must have skilled & fair managing committee. They (School Managing Committee) should practice fair promotion policy and promote teachers according to qualifications, experience and performance. Teachers' performance, skill and qualifications should be fairly evaluated,
- Initiatives need to be taken to develop school infrastructure that include toilet, clean school premises, pure drinking water and provide game equipment and opportunity for students' extracurricular activities. Teachers in the sample believe that school's good infrastructure and environment, in some extent, related to their satisfaction,

- Recruit subject wise skilled teachers and for effective teaching teachers work load (i.e. class) must be decreased. For effective teaching teacher-student ratio must be within 1:40,
- Introduce retirement benefit, pension for private teachers and remove discrimination between the private and government teachers in term of payment, status and other benefits. Priority should be given to increase teachers' safety and job security, and
- School management system should be positive and friendly for teachers. Good communication and management principles need to be introduced, so that teachers can communicate with their authority without any struggle.

It is clear from the findings of the study that initiatives for nationalization of the schools, increase salary and other benefits, reduce bureaucratic complexity of Monthly Pay Order (MPO), opportunity for CPD training, infrastructure development, fair promotion policy, recruit subject base skilled teachers, reduce class load and teacher-students ratio were identified as the focal factors, which can contribute to increase teachers' job satisfaction. It is believed that if teachers are satisfied with their job and work environment then they can pay their attention and full effort for effective teaching, which ultimately helps to increase school performance.

### **Limitations of the Study**

- The scope of this study was limited to only 314 teachers from 170 schools of 42 districts of Bangladesh. It did not encapsulate the whole picture of secondary schools of Bangladesh, since secondary schools located in other districts and rural areas were not investigated.
- Using a survey approach was another limitation of this study. Questionnaires and FGD (Focus Group Discussion) were used to generate data. Other methods, for example, case study, in depth face to face interview can be used to explore teacher' opinions about their job satisfaction.
- Sometimes teachers in the sample were not co-operative and to generate information from them was a matter of time. Many of them did not like to spend their valuable time to fill out the questionnaire. Most hard part of the study was to arrange FGD sessions. Researchers of this study had to knock the selected teacher groups

several times for FGD, which can be compared to a test of patience for the researchers. The researcher did not get any fund for the study. So, they carried out the study from their own finance source. From this point, time and money were a big strain for the researchers. However, researchers tried to generate information from the target group overcoming all of these limitations.

### **Policy Recommendations**

Findings of the study indicate that most of the teachers are generally satisfied with their job. A number of areas are identified that are important for teachers' job satisfaction and welfare. The findings of the study have policy implications, which can help the educational policy maker in formulation policy for teacher betterment of life and satisfaction. The policy implications of this study are described as follows.

- As the participants in the study believe that they are involved in an honorable job and serving for the country, so they are largely happy with their job, where money is not a main motivator (Cardona, 1996). They suggested that education authority should take initiatives for nationalization of all secondary schools, which can increase their job security and job satisfaction as both of the predictors have enormous impact on their teaching quality. So, the policy makers should give priority on this focal point, while making policy for the teachers.
- Monthly salary and other monetary benefits are considered as good incentive for increasing employees' motivation and involve to their job. The education authority should formulate policy that must include honorable remuneration, health, safety and security, insurance, retirement and pension benefits, which need to be justified according to the job responsibility and designation of the teachers. As a consequent, they will be remained satisfy and happy with their job. In spite of these, initiative needs to be taken to include all teachers in school's MPO system and remove all bureaucratic complexity related to teachers' Monthly Payment Order (MPO) and other monetary benefits.
- School authority should recruit subject wise skilled teachers and create opportunity for CPD (continuous professional development) training for the teachers, which can increase their self-confidence

and teaching quality, which might have impact on their job satisfaction.

- Teachers' performance, skill and qualifications should be fairly evaluated and there should be a fair promotion policy at school level and also government level. As a result, teachers can be promoted easily according to their academic qualifications, experience and performance. In order to ensure fair promotion policy, there is a need of skilled and fair school management committee (SMC). Teachers in the sample think that if they get their promotion in due time that certainly will help to increase their satisfaction and job involvement. Eventually, these two factors can help to boost up teachers' motivation and teaching quality.
- Teacher efficiency and satisfaction are associated with good working conditions and management system. School infrastructure is one of the conditions that should get most priority. For this purpose, school authority should pay their attention for the development of school infrastructure that includes toilet, clean school premises and pure drinking water. School authority should provide game instrument and opportunity for students' extracurricular activities. School authority should maintain good communication with teachers and practice effective management principles for the betterment of teachers. It is expected, such initiatives can make teachers more effective and teachers can perform their duty diligently and efficiently.
- For quality education, teacher-student ratio must be brought down in ratio of 1:40 and teachers' work load must be reduced appointing more skilled and trained teachers.

Apart from the above said implications, there is also a need to improve the level of job satisfaction and attitude towards teaching of the teachers by taking policy by the government for non-government teachers' salary structure, retirement and pension. Female teachers and teachers with rural background should provide more access to the changing scenario in the field of knowledge. Consequently, they can be more knowledgeable and apply their knowledge into instructional practice.

## **Conclusions**

Satisfaction is a vital issue for the employee of any organization. Unless an employee is satisfied with their job, it is very difficult to

continue their duties honestly and efficiently. Job satisfaction is related with specific factors, for example, individual personal attributes, liking-disliking, salary, service conditions, recognition of their performance and skill, opportunities and so on. These factors are also important for teachers' satisfaction in similar manner. Focusing on this point, the current study intends to assess job satisfaction of secondary schoolteachers in Bangladesh. The salient findings derived from the study depicts that most of the teachers are generally satisfied with their job and the range of satisfaction level is from moderately satisfied to satisfy. Factors like gender, school location, school type (i.e. government, non- government with MPO system and non-government without MPO system), job involvement, teacher job benefits and school management are identified as robust factors, which are within the realm of education policy and associated with teacher satisfaction. If teachers are satisfied with their job they can teach effectively, which certainly has positive impact on students' academic attainments and school's overall performance. Moreover, satisfaction to job can make them more motivated to perform their duties sincerely and will increase their involvement in their job. These findings of the study are important for concerned authorities of education sector i.e. school SMC (Schools Management Committee), policy makers and education ministry because this information can help them to take appropriate measures improving teachers' job satisfaction by keeping uniformity in terms of salary and benefits, working conditions, workload, perquisites, promotion policy, transport facility and residence opportunity in the school compound etc. Such initiatives are important for the betterment of teacher life and effective teaching, who are real engineer of building our nation. Finally, it could be said that this study identified some aspects of teachers' job satisfaction. Further study, therefore, is recommended to identify other aspects of job satisfaction that might be useful for providing important guidelines for education policy and further research on job satisfaction.

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